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ABSTRACT

At Pennsylvania College of Technology (PCT), in Williamsport, long range planning is used to define institutional philosophy and mission and determine strategies to make the best use of available resources and implement actions to fulfill institutional mission. This document presents PCT's long-range plan for 1995-98 in three parts. Following an introduction, the first part reviews the structure and use of the plan; provides PCT's philosophy, mission, and vision statements; and discusses the college's major initiatives for the 1995-96 academic year. Part II lists college goals and tasks for the following five areas: instruction, student support, academic support, institutional support, and public support. Each area includes individual goals, lists of tasks to reach the goals, and a status report on any achievements or accomplishments that occurred from the period July 1, 1994 to June 30, 1995. The goals presented in this part are related to outcomes assessment, student retention, student life, program evaluation, staff development, human resources, physical plant, and technical consultation. Finally, part III provides a planning manual for PCT staff, detailing the processes for research and evaluation; for revising the college's philosophy, mission statements, and goals; for creating, revising, and reporting long range planning task statements; and for developing objectives. (MAB)

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ED 383 400

1995-1998 LONG RANGE PLAN
OFFICE OF STRATEGIC PLANNING
AND RESEARCH
PUBLISHED JULY 1995

LONG RANGE PLAN

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1995 - 1998

Long Range Plan

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July 1995

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PART I

FOREWORD

Penn College will soon undertake its five-year Periodic Review Report (PRR) for the Middle States Association (MSA) accreditation process. This edition of the Long Range Plan positions the College for the PRR. All of the Middle States self-study recommendations have now been placed as task statements within the body of the Long Range Plan. Senior College administrators include the recommendations among other Long Range Plan tasks on their annual "To Do" list, known as MBO's (Management by Objectives). As senior administrators provide annual updates for these tasks, the progress toward implementing them becomes visible. By summer 1996, the cumulative Long Range Plan will demonstrate the implementation, over five years of annual updates, of all Middle States recommendations. The integration of important Middle States recommendations into the Long Range Plan underscores the centrality of this document in planning and evaluation at Penn College.

In keeping with the spirit of shared governance at the College, this approach toward monitoring the progress of Middle States self-study recommendations was developed in conjunction with the College Council Chairperson, and participation in planning and evaluation was invited. College Council and its constituent committees share in the opportunity to review the status and implementation planning for any and all of the Middle States recommendations within this Plan.

Many thanks to senior College administrators, Robert Fisher, Davie Jane Gilmour, William Martin, Miles Williams, and Grant Berry for providing annual updates to the Plan. Thanks also to the Penn College Governance System, (1994-95) members and officers, including David London, Chair, College Council, Joseph Loehr, Vice Chair, and Bea Hilliard, Recording Secretary; and to Committee Chairs: Michael Dincher, Dean Foster, Terry Girdon, Walter Gower, Elaine Lambert and Sandra Lakey. And appreciation is expressed to the Middle States Self-Study Chair, Veronica Muzic, the Steering Committee and all those who participated in the process.

Definition of Long Range Planning

Long range planning is a technique by which an institution defines its philosophy and mission, and then determines a strategy to best use resources available and set actions to accomplish that mission over a period of time. The importance of long range planning is that it requires an institution to consciously set goals which will actualize the mission, and carefully allocate resources toward realization of those goals. Strategic planning must also recognize the changing environment outside the institution.

By recognizing, analyzing and anticipating changes in the environment, today the institution can make decisions in advance of tomorrow. Without strategic planning, an institution is like a boat adrift, without direction, at the mercy of the tides, winds and storm. With strategic planning, the ship clearly has a captain. The captain is cognizant of forces and harnesses them to reach the chosen destination.

The plan is also important because articulation of the plan allows the entire staff to understand and work as a team toward a shared vision and common goals. Thus, the broadest goal of this Long Range Plan for FY1995-98 is to communicate the Long Range Plan, to create a shared vision and purpose for Penn College by all Penn College staff.

Long Range Planning at Penn College

Penn College enhanced its long range planning process to strengthen and emphasize two aspects: the strategic orientation and the participation of the Governance System. The planning manual, Part III, describes the process in detail.

The strategic orientation is incorporated through a plan to use external as well as internal data to orient and guide the long range plan. In order to base the planning process upon factual information, the management of the planning process and documents was placed within the Office of Institution Research. That office thus became the Office of Institutional Research and Planning, which subsequently became the Office of Strategic Planning and Research.

Participation of the Governance System occurs in two principal ways. First, one of the six formal governance committees, the Long Range Planning Committee, constitutes the "custodian" of the Long Range Plan. Among their responsibilities, each Governance Committee must approve changes to the Long Range Plan. Secondly, all changes approved by individual governance committees must be approved by the College Council, which is broadly representative of the entire College.

Structure and Use of the Long Range Plan

The body of the Long Range Plan is divided into five broad functional categories called "goal areas", which subsume all college goals and activities. The philosophy and mission are approved. Then they are used to set goals. Goals are reviewed annually by key administrators and by Governance; updates are included within the Long Range Plan. The Long Range Plan, updated annually, serves as a current "map" to guide the annual planning process at the college. (Please see the "Planning Manual", Part III, for a complete documentation of the planning process.)

As part of the annual operational planning process, college administrators consult the Long Range Planning and the list of major initiatives to set objectives for the coming year. This is how the plan actualized.

The design of the Plan provides for continuous updating. Each year, upon completion, tasks will be identified as completed and the subsequent year removed from the Plan. Annually, additional task statements will be developed based upon issues identified by diverse College constituencies. This constant roll-over of task statements will ensure that the Plan remains current.

The Plan describes only those tasks that are beyond the scope of routine activities performed at the College. Hence, tasks that are routinely performed, such as long range planning or maintenance of the relationship between the faculty bargaining unit and the College, are not delineated in task statements. If however, a new approach to planning or a major change in procedures for interaction with the bargaining unit were planned within the next three years, tasks describing these activities would have been developed.

The remainder of the document contains the substance of the College's long range plans. The College Philosophy, Mission, and Vision Statements are provided. Goals and tasks are organized with goal areas. The five areas and alphabetic indicators are identified:

Instruction (I)
Student Support (SS)
Academic Support AC)
Institutional Support (IS)
Public Support (PS)

The numbering system identifies the alphabetic identifier for Goal Area, a numeric indicator for goal, and an additional numeric for task. For example, the number AS.2.3 indicates the third task of the second goal in the goal area of Academic Support. Goal areas, goals, and tasks are not listed in priority order.

A Status Report follows each task statement. The Status Report identifies any achievements or accomplishments that have occurred during the period July 1, 1994 to June 30, 1995. When appropriate, future strategies for achieving the task are included.

Text that is printed in bold-face type indicates action that was taken by Governance Committees and College Council. Task statements that have been removed from the list of active tasks will be archived in a supplemental document, the Cumulative Long Range Plan. They remain in the body of the Plan this year to permit reporting of 1994/95 achievements and accomplishments in the Status Report. A gap in numbering indicates goals or tasks that were retired in previous years.

Status reports are prepared by the college administrator responsible for carrying out the task. Initials next to the task represent the administrator:

DG	-	Davie Jane Gilmour, Vice President for Academic Affairs
RF	-	Rob Fisher, Vice President for Administration
WM	-	William Martin, Vice President for College Services
WN	-	Walt Nyman, Interim Dean of General Services
GB	-	Grant Berry, Dean of Development
MW	-	Miles Williams, Vice President for Employee and Community Relations

Middle States recommendations, as explained on page I-1, are now all integrated within the Plan. *Here is an example, drawn from pages II-11,12:*

****

DG - I.5.2 The College will assess the success of students who enter with
MS Rec. I.k. academic weaknesses.

****

This new task statement, I.5.2 was proposed and unanimously approved by College Council. It was created in response to Middle States Recommendation I.k.

Status Report 1995

The Low Score Study, the MTH 002 versus MTH 120 and 122 study, the Summer Developmental Discount study, as well as parts of several other studies, reflect on the success of students who enter Penn College with academic weaknesses.

DG refers to the administrator, in this case, Davie Jane Gilmour. I.5.2 refers to the task statement number, and MS Rec. I.k. identifies this as a Middle States recommendation. All Middle States recommendations/tasks have been set off within two lines of asterisks, to help the reader find them.

PHILOSOPHY, MISSION AND VISION STATEMENTS

College Philosophy Statement

We believe in the dignity and worth of all individuals. We believe learning is a lifelong process and that all individuals should have opportunities for lifelong education. We believe education should help individuals develop, to their maximum capacity, technical excellence, occupational proficiency, and academic ability. We believe education should also provide for personal enrichment. To prosper in a complex and changing society, we believe individuals must learn to think independently, value logical and tested conclusions, develop problem solving abilities, and function effectively with other people. We believe that competent performance contributes significantly to individual health and happiness and benefits the organizations and communities in which individuals work and live. We believe the College is an integral part of the community and state it serves and must respond to identified needs and interests. In delivering education services, we believe there is no substitute for the pursuit of excellence.

College Mission Statement

Pennsylvania College of Technology is an affiliate of The Pennsylvania State University and is granted the benefits and responsibilities of the status of The Pennsylvania State University as a State-related institution and as an instrumentality of the Commonwealth of Pennsylvania. Pennsylvania College of Technology offers a comprehensive array of programs with a strong heritage of and continuing emphasis on two-year vocational and technical education. Pennsylvania College of Technology has authority and intent to develop and provide educational opportunities beyond two-year programming. The College is a statewide focused institution with Northcentral Pennsylvania being a primary service area. Because of the extensive commitment to hands-on occupational programming, the College also serves as a regional, national, and international resource.

Pennsylvania College of Technology seeks to implement its philosophy by providing:

* quality postsecondary occupational and transfer programs and services for all those who can benefit, including those who have previously discontinued their formal education
* accessible full- and part-time educational opportunities and services which address a wide spectrum of individual needs and abilities through varied formats, schedules, geographic locations, and short-term courses

* educational programming related to economic and employment realities
* additional and enriched career options through continuing and new cooperative projects with industry, business, professions, government, and other educational institutions
* comprehensive degree programs which integrate communications, math, science, technology, humanities, interpersonal skills, reasoning, and physical health and safety
* opportunities to develop skills needed to enter and succeed in programs
* continuing opportunities to extend and upgrade skills, knowledge, and interests
* quality vocational and technical programs and services for area secondary students as institutionally feasible
* support for informed decisions using knowledge of abilities, interests, and values realized through testing, evaluation, and counseling, as well as instruction
* opportunities to develop personal, social, and cultural dimensions.

Providing excellence in instruction and appropriate educational opportunities, at a reasonable student cost, are the College's highest priorities. The College is accountable for its mission within the limitations of its physical and financial resources.

June 1995

College Vision Statement

Shaping futures
through comprehensive learning opportunities
with distinction
in
technology
education.

STRENGTHS

1. Public impression of institution is positive and getting better, based upon results of public opinion survey conducted in conjunction with development of comprehensive institutional marketing plan.

2. Student-centered environment demonstrated by the results of student survey research. Particular focus upon academic remediation (Developmental Education, Tutoring, Academic Assistance Programs), extensive Financial Aid and services to special needs and nontraditional students such as adults, unemployed, learning disabled, and handicapped (Women's Center, New Options, New Choices, and Project Choice).

3. Unique, evolving, and innovative curriculum portfolio with a diverse array of quality programs responding to current market conditions, emphasizing hands-on education and providing career ladder opportunities for students who want to continue education beyond certificate and associate degree levels to the baccalaureate level.

4. Dedicated, conscientious, and diverse faculty and staff who are competent, student focused, and current in their fields as demonstrated by high ratings for quality of instruction.

5. Small class size reflects individual attention to students, demonstrating College's emphasis on teaching and learning.

6. Institutional Resources: Exemplary state of the art facilities which are aesthetically pleasing, clean, and provide a modern, student-focused, safe learning environment.

7. Business and industry linkages (advisory committees, Cooperative Education, Technology Transfer Center, Plastics Manufacturing Center, Toyota, Ford, Ryder, Mack Truck, AMP, Hershey Foods, Caterpillar Excellence Fund, Tech Prep) that enrich the academic program for students and provide professional growth opportunities for faculty and staff.

8. Recognition and success in a competitive environment through accreditation/endorsement (ABET, FAA, ABA, NLN, Health Programs, Automotive, Auto Body, Culinary, Forestry (SAF), grant acquisition (Title III, Title VIII, National Science Foundation, Perkins Act), contracts for industrial training (AutoCAD, Workplace Literacy) and awards (MicroSoft, Novell, College Marketing Association).

9. Strong financial condition despite growing budgeting challenges and inadequacy of state funding.

Strengths (continued)

10. Commitment to excellence: a willingness of the staff to work very hard to achieve maximum success in numerous and diverse initiatives that bring recognition to the College and provide opportunities for all students.

11. Strong, proactive presidential and administrative leadership with a vision of the future, a progressive attitude, entrepreneurial, risk-taking, and innovative spirit and who require excellence and recognize exemplary performance.

12. Institutional commitment to the application of technology in both academic and administrative environments, including a revised organizational structure which provides for the integration of related services (media, interactive video, computer-based instruction, etc.).

13. Expanding and improving College Library with an enlarged collection, enhanced staffing and improved services, enhanced integration with academic programs, collection automation, expanded hours of operation and a commitment to future operational, resource, and facility expansion.

14. Successful demonstration of student outcomes of learning through a documented history of successful student retention, graduation, placement, and teaching/learning-focused outcomes assessment.

15. Integrated approach to strategic planning linked with annual operations and resource allocation as well as staff assessment.

16. Multiple opportunities for collegial involvement through internal College Governance, Middle States study groups, curriculum development (including baccalaureate degrees), marketing planning, facility planning and President's Forums for employees and students.

17. Wide range and quality of assessment materials, research information and data available to be used for marketing, recruitment, enrollment management, and evaluation.

18. Insightful resource identification and acquisition in terms of grants, contracts, and philanthropy which supports the educational program.

Strengths (continued)

19. Exceptional working environment in terms of salary and benefits, institutional concern for each employee, modern facilities, and technical support for each person's role.

20. Accessible and affordable private student housing and enhanced communications with private landlords, including the establishment of a committee of students, staff and landlords which meets regularly to discuss issues and concerns.

21. Market position that provides students with the skills needed as forecast in Workforce 2000.

22. Excellent institutional support system such as clerical, mail services, telecommunications, computer services, duplicating, maintenance, and custodial.

23. Prestige of the Penn State affiliation that provides the College a professional Board of Directors and expanded academic opportunities.

24. Strong community respect, visibility, and positive image (as demonstrated by the public opinion survey conducted in 1994 as part of the development of a comprehensive institutional marketing plan), that results in expanding recognition of the College as a primary community asset and Pennsylvania's premier technical college.

25. Significant inventory of state of the art instructional equipment (>$23 million inventory) available to individual class members and comparable to or exceeding that found in industry.

26. Special facilities that enable the College to showcase itself (LeJeune Chef, Professional Development Center, Advanced Technology and Health Sciences Center, Morgan Valley Retreat Center, Aviation Center, Campus Center, Diesel Center, Community Arts Center.)

27. Increasingly diverse student body.

28. Open and friendly environment where clients and visitors receive utmost attention and consideration.

29. Commitment to contribute to the quality of life for the students, community, and region through the involvement with the Community Arts Center.

WEAKNESSES

1. Limited availability of comprehensive services and credit programming opportunities (earn a complete degree) on evenings and weekends. (Adults in particular can benefit.)

2. Inconsistent participation in internal governance system.

3. Need for a comprehensive leadership and career development program that identifies employee talent and provides the opportunity to acquire the necessary skills to advance to positions of greater responsibility.

4. Electronic communication not convenient to some faculty.

5. Need to sensitize some faculty and staff to the needs of a diverse student body and develop the ability to deal effectively and compassionately with these students.

6. Inadequate proficiency among some academic advisors, special advisors, and counselors.

7. Need for a campus newspaper or other new means of student communication.

8. Need to expand student development programming in such areas as accommodation to new housing arrangements, diversity, crisis intervention, life skills, and substance abuse.

9. Uneven and inadequate career assistance for graduating students.

OPPORTUNITIES

1. Enhancing staff development for faculty and staff by providing increased opportunities for participation in relevant activities on and off-campus.

2. Enhancing non-tangible benefits for faculty and staff, including providing College picnic and other opportunities for employees to build rapport through social activities and enhance overall communication between individuals and departments.

3. Enhancing internal communication to help individual employees better understand college operations and, in particular, how operations impact upon institution's ability to attract and retain students. (This was major finding at outset of development of the institutional marketing plan.)

4. Growing potential for the College to be the premier provider of lifelong learning in technical fields including instruction and business and industry development through technology transfer.

5. Expanding need in the job market for highly skilled technicians, a niche for which the College is competitively positioned.

6. Expanded use of facilities at non-peak times.

7. Extension of educational services through baccalaureate and potential graduate programs in selected fields.

8. Expanded enrollments of better prepared students through Tech-Prep.

9. Examination of issues of underprepared students and faculty fragmentation through the President's Quality Commission.

10. Opportunities available through increasing alternative methods of delivering instruction (including independent learning, instructional technology, and distance education) and expanding variety of off-season (summer) offerings.

11. Expanded international educational opportunities through student recruitment and faculty development.

THREATS

1. Disproportionate share of College revenue being generated by student tuition.

2. Impact on all College operations of a changing state and federal economy.

3. State and federal funding which is unreliable and insufficient to provide adequate college and student support, and cannot address issues of growth--especially in areas of new program development.

4. Growing regulation and increasing financial impact on College operations of such government mandates as recycling, hazardous waste storage and disposal, Americans with Disabilities Act, worker safety, and drug-free workplace.

5. Challenge of meeting the demands to maintain and improve the physical plant and related operations.

6. Challenge to continue to acquire in significant numbers and maintain state of the art instructional equipment, especially in baccalaureate degrees.

7. Potential "brownout" among some employees attributable to the rapid pace and consistent expectations of high performance on the part of the College as well as the individuals themselves.

8. Unpredictability of income from external sources such as technology transfer, grants, and contracts.

9. Long term reliance on soft money for funding many significant student and academic services.

10. Barriers to campus expansion onto adjacent land.

11. Duplication of College programs throughout the region by other public colleges and universities (including Penn State Continuing Education).

12. Continuing significant acceleration of costs over which the College has little control (insurance, utilities, etc.).

13. Limitation of competitive advantages (for certain academic programs) due to tuition and fees in excess of those charged by other public institutions in the region.

Threats (continued)

14. Intolerance regarding the acceptance of persons with diverse backgrounds, lifestyles, and interests among some employees and students.

15. Attraction of experienced, well-qualified personnel in some areas.

16. Impediment to market the College caused by decayed adjacent and surrounding neighborhood.

17. Growing move toward taxation of certain college operations by local government.

18. Declining private and public sector leadership, commonality of interest, cohesiveness, identity and commitment to internal vision and sense of purpose that inhibits College operation, entrepreneurship, and effectiveness.

19. Declining enrollment and increasing financial liability of the North Campus.

20. Limitations of Penn State affiliation that preclude lobbying activities, restrict capital expansion and fail to adequately recognize Pennsylvania College of Technology needs in Penn State priorities.

21. Lack of success in securing funding at levels comparable to that provided Penn State University and other state universities.

PENNSYLVANIA COLLEGE OF TECHNOLOGY

MAJOR INSTITUTIONAL INITIATIVES

1995-96

College-Wide Priority Initiatives

- Increase emphasis on teaching and learning, student quality and instructional excellence.
- Design, finalize educational specifications, initiate construction, market, and develop operational plan for new campus student housing.
- Begin to implement findings of Middle States Self-Study Report on baccalaureate programs.
- Successfully negotiate a contract with Penn College Educational Association.
- Develop a strategy for identifying and implementing programs and activities which will strengthen multiculturalism, including international education.
- Anticipate new directions and adopt strategies to respond to the uncertainty of changing Federal and State funding programs and priorities.

Special Focus Initiatives

- Continue implementations of comprehensive marketing plan and assess the effectiveness of components already in place.
- Continue the Stage V building program with construction of the Victorian House, ADA compliance activities, renovations including the Academic Center, Library and TTI, and property acquisitions and site development.
- Assist the College Foundation, the Community Arts Center, and the Child Care Center in becoming financially self-sufficient at the earliest possible date.
- Further identify and develop the College's marketing and promotion of distinctive programs.

- Further document the need for and assess the components of the Instructional Design and Delivery facility through development of educational specifications to assist in gaining priority funding.

- Continue efforts to secure equalization of levels of State funding between Penn College and Penn State and other State-related universities.

- Continue to strengthen the College's curriculum portfolio through addition, deletion or revision.

- Prepare a strategic plan for development and implementation of distance education.

- Continue to explore the potential for development of graduate-level programming.

- Identify the strategies and formulate a plan for North Campus to become financially self-sufficient.

- Review and enhance student life opportunities.

- Increase donations for the benefit of the College, with emphasis on the Foundation Annual Fund, scholarships, and the Community Arts Center.

PART II

GOAL AREA: INSTRUCTION

To provide a program of general academic instruction and occupational instruction which sets and maintains high standards of performance, is accessible in terms of time, cost, and location, encourages students and staff to explore new ideas and ways of thinking, instills an appreciation for learning as a lifelong activity, and establishes immediate and long-term student success as the measurement of program validity; within this framework, to design and deliver instructional services which emphasize:

- Assessing the academic, occupational, avocational, social, and cultural needs and interests of each student or client
- Developing and applying the process of inquiry, research, problem definition, analysis, critical thinking, and problem solving
- Exploring and using different approaches and innovation in instructional delivery
- Respecting the ideas, interests and concerns, contributions of other individuals, and their rights and dignity
- Providing all students with a sound working knowledge of communications, mathematics, social, and cultural skills sufficient to succeed in their studies and prepare them to live effectively in society.

Goal

I-1 Standards for Credentials

Establish and apply clear, consistent standards for each of the academic credentials offered by the institution. These standards should include:

- Differentiation between baccalaureate degree, associate degree, certificate, and competency credential (or other short-term credential).
- Determination of the extent coursework taken in one credential (certificate for example) can be applied to another credential (degree)
- Defined core requirements to be applied to all programs within a particular credential.

Tasks

DG - I.1.1 The College will complete development of core competencies for associate degree and integrate these core competencies into a comprehensive definition of the degrees including guidelines for Curriculum Committee review and approval of degree proposals.

Status Report 1995

Revised AAS/AAA core requirements were approved through the internal governance process (Academic Standards and Issues Committee and College Council) and were approved by the College President. Core requirements for all degree types are now in place.

DG - I.1.2 The College will develop appropriate placement procedures, competency assessment, and alternatives for developing outcomes which are needed to attain core competencies.

Status Report 1995

Studies about computerized placement testing and placement test cut-off scores for developmental algebra continued through 1994-95, and will continue into 1995-96. Studies regarding placement test cut-off scores for developmental reading courses were postponed until 1995-96. Because the AAS/AAA core competencies were replaced with credit distribution requirements, references to "competency assessment" and "outcomes which are needed to attain core competencies" are no longer appropriate.

DG - I.1.3 Based on degree definition, the College will develop definition of certificate, competency credential, or other appropriate credential for nontraditional students.

Status Report 1995

Competency credentials have been designed and the implementation steps included in the curriculum manual.

Discussions on definition of certificates have been held with Academic Affairs but recommendations for submission to Academic Standards and Issues Committee have yet to be finalized.

DG - I.1.4 The College will develop the requirements for baccalaureate degrees. The College will complete development of core competencies for baccalaureate degrees and integrate these core competencies into a comprehensive definition of the degrees including guidelines for Curriculum Committee review and approval of degree proposals.

Status Report 1995

By vote of the Academic Standards & Issues Committee on November 11, 1994, and College Council, Task Statement I.1.4 was retired from the list of active tasks as completed.

****

MS I.aa (DG) I.1.5 Penn College should insure that in the development of baccalaureate level programs, all Junior and Senior level course offerings in both the Major and Core or support areas are in fact Upper Divisional offerings that build upon the lower divisional programs.

****

Status Report 1995

As part of the Middle States Self Study, course numbering was reviewed. The entire numbering system will be examined during 1995-1996. Criteria were developed for 300-400 level courses. After preliminary review by Academic Standards and Issues, a task force was named by the Vice President for Academic Affairs to review and resubmit for Governance approval.

MS II.k.	ASI (DG) I.1.6	Conduct in-service training for faculty and staff responsible for credit by exam and credit for life experience so implementation is more uniform and consistent. (Outcomes Assessment)

Status Report 1995

No action to date.

DG - I.1.7 The College will continue to develop and refine requirements for baccalaureate degrees.

This new task statement was approved by Academic Standards & Issues on December 13, 1994, and by College Council.

Status Report 1995

After initial implementation, the original gray document was reviewed and supplemental BS guidelines were developed. Annual review will facilitate refinement of the requirements.

Goal

I-2 Curriculum Portfolio
Regularly evaluate and modify as needed the College's overall curriculum portfolio to insure that the number of instructional programs can be effectively managed, that the program offerings are up-to-date and responsive to identified statewide needs, and that the program offerings demonstrate academic quality and overall fiscal soundness.

Tasks

DG - I.2.1 The College will complement its instructional degree programs with strengthened credit and non-credit courses, seminars, workshops, and personal development initiatives.

Status Report 1995

By vote of the Academic Standards & Issues Committee on November 11, 1994, and College Council, Task Statement I. 2.1 was retired from the list of active tasks and requires routine maintenance.

DG - I.2.2 The College will provide quality instructional, occupational and technical courses and programs which provide students with employment opportunities, job upgrading, and enhanced personal opportunities.

Status Report 1995

New Programs

AAS	Baking and Pastry Arts
AAS	Culinary Arts
AS	Biology
AS	Physical Sciences
AS	Pre-Engineering Science
AAS	Pre-Physician Assistant
AAS	Electronics Engineering Technology
Cert	Cabinetmaking and Millwork

Revised Programs

AAS	Business Management
AAS	Computer Information Systems
AAS	Legal Assistant
AAS	Food and Hospitality Management
AAS	Automotive Engineering Technology
AAS	Automotive Service Management
AAS	Automotive Technology
AAS	Automotive Technology & Toyota Emphasis
AAS	Avionics Technology
AAS	Landscape/Nursery Technology
AAS	Interior Plantscape/Floral Design
BS	Information Technology
Cert	Automotive Service Technician

DG - I.2.3 The College will provide quality instructional courses and programs which provide students with content, skills, and learning strategies to succeed in continuing academic study and lifelong learning.

Status Report 1995

By vote of the Academic Standards & Issues Committee on November 11, 1994, and College Council, Task Statement I.2.3 was retired from the list of active tasks and requires routine maintenance.

DG - I.2.4 The College will design and implement clear linkage between instruction in one class and instruction in related classes so that core competency skills are maximized and that students maximize their competence in content or career areas.

Status Report 1995

The AAS/AAA Core was revised by the Academic Standards and Issues Committee. Competency statements developed in 1995-96 will serve as guidelines to faculty to ensure application of core competencies within major career content courses.

Guidelines for upper level coursework have been developed to integrate the application of general education competencies into career course content and assignments.

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MS II.j. ASI (DG) I.2.5 Academic Affairs will explore and implement strategies for integrating global perspectives and individual and cultural differences across the curriculum in certificate and associate degree programs. (Equity & Diversity)

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Status Report 1995

The revised AAS/AAA Core submitted by Academic Standards and Issues Committee was approved. Competency statements are being developed to ensure students are exposed to a variety of ideas, knowledge and ways of thinking. Competency statements will be provided to faculty to use as guidelines in developing core courses.

DG - I.2.6 The College will continue to revise its offerings in secondary programs in response to external and internal needs and constraints.

Status Report 1995

By vote of the Long Range Planning Committee on November 15, 1995, and College Council, Task Statement I.2.6 was retired from the list of active tasks as completed.

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MS II.I.	ASI (DG) I.2.7	Examine and revise the role, structure, and composition of Program and Curricular Advisory Committees. (Evaluating Planning)

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Status Report 1995

By vote of the Curriculum Committee on November 29, 1994, and College Council , Task Statement I.2.7 was retired from the list of active tasks and requires routine maintenance.

Goal

I-4 Outcomes Assessment

Design and implement an outcomes-oriented measurement of student and client success in meeting their identified educational objectives as a means of assessing institutional success.

Task (Modification)

MS I.a.	COUNCIL (DG) I.4.1	Improve outcomes assessment, the use of outcomes assessment, to improve teaching and learning. (Several years of work will be necessary to design, implement, evaluate, and improve this initiative.) (Outcomes Assessment) Provide administrative direction and support for improvement of OA, including: (1) assigning responsibility for OA, and (2) linking OA as a 1991-1992 "Major Institutional Initiative" (Outcomes Assessment) Set priorities, plan and implement a systematic OA program, including: (3) create an OA Planning and Implementation Committee; (4) include faculty on the committee who would pilot test various OA strategies; (5) write an OA Plan and evaluate its implementation status on a yearly basis. (Outcomes Assessment)

Status Report 1995

Outcomes Assessment is fully operational, and this task statement is ready for retirement at the beginning of 1995-96.

DG - I.4.2 The College will assess students' attainment of core competency skills which will enable them to implement systematic problem solving strategies and be prepared to maintain learning as a lifelong pursuit.

Status Report 1995

Critical thinking, problem solving, and lifelong learning are important skills for Penn College graduates. This task statement needs to be reevaluated because of the revision to the AAS/AAA Core. Because of the change in core, these integrative outcomes will need to be assessed as part of individual course and program evaluations, rather than through assessment of core competencies as originally envisioned.

MS Id.	ASI (WM) I.4.3	Initiate new data collection and analysis methods focused towards improvements in teaching and learning, including: (1) begin using a survey to assess student success and perceptions several years after graduation to provide feedback on the curriculum and related services;

Status Report 1995

The Alumni Survey was completed and published by the Office of Strategic Planning and Research in May 1993.

By vote of the Long Range Planning Committee on November 15, 1994, and College Council, Task Statement I.4.3 was retired from the list of active tasks as completed.

MS I.d.	ASI (WM) I.4.4	Initiate new data collection and analysis methods focused towards improvements in teaching and learning, including: (2) begin using an employer survey to assess student competence and provide feedback for improvement in the curriculum;

Status Report 1995

The Employers Survey was completed and will be distributed by the Office of Strategic Planning and Research in June 1995.

By vote of the Long Range Planning Committee on November 15,1994, and College Council, Task Statement I.4.4 was retired from the list of active tasks as completed.

MS I.j.	AS (DG) I.4.5	Strengthen the links between existing data, beginning with the "Program Review," and improvements in teaching, learning and other services in all areas at all levels, including: (1) assist faculty and administrative staff to use data that is already available to improve teaching and learning; (2) examine and use data trends that are reflected by several years' worth of data, versus using single year data for analysis and planning;

Status Report 1995

Pilot Program Reviews have used data that is already available (student transcripts, course grade distributions, *Graduate Surveys*, and *Employer Surveys*). Recommendations from these Program Review Reports will lead to improved teaching and learning. Data trends as well as several years' worth of aggregated data are used in Program Reviews, as well as assessment of courses.

Goals

I-5 Foundation Skills

Ensure that students have sufficient foundation skills in communication, computation, problem solving, and critical thinking to benefit from instructional experiences and to apply effectively their learning beyond the College.

Tasks

WM - I.5.1 The College will assess students' entering academic skills and provide instructional and personal support services to enable students to attain their educational objectives.

Status Report 1995

During the 1994/95 academic year, the Test/Advise/Schedule process was reviewed and modified in a substantial fashion. The campus visit for purposes of testing now include the completion of placement tests and an advising session in which students are informed of developmental options that exist under the College's current academic structure. The scheduling portion of the process takes place following the completion of scheduling week by returning students. This allows new student assessment to begin very early in the spring semester and is felt to better accommodate the needs of new students.

The advising portion was also revised to make it more consistent with current new-student patterns of campus visitation. A new placement testing brochure is mailed to students prior to their arrival on campus that better explains the testing process and student options following the completion of the test.

Low score levels were increased as a follow-up to earlier research. This will prohibit some students with extremely low scores from entering the institution or studying full time until they remediate the deficiencies. Counseling sessions with these students are included as a part of the process.

Developmental options remain the same for students and the Summer 1994 term reduction of developmental course tuition seems to have increased student enrollment in these courses prior to fall matriculation. Services for students were expanded through the addition of a Perkins-funded Retention Specialist and Transition Specialist.

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DG - I.5.2
MS Rec. I.k.

The College will assess the success of students who enter with academic weaknesses.

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Status Report 1995

The *Low Score Study*, the *MTH 002 versus MTH 120 and 122 study*, the Summer Developmental Discount study, as well as parts of several other studies, reflect on the success of students who enter Penn College with academic weaknesses.

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MS I.b.	CURR & ASI (DG) I.5.3	Direct attention to critical thinking and problem solving abilities of students, including: (1) assessment of student development and learning relative to critical thinking and problem solving; (2) integrate critical thinking and problem solving into the curriculum at the college, program and course levels; (3) affective dimensions of the A.A.S. core competencies. (Outcomes Assessment)

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Status Report 1995

"Affective dimensions of the AAS/AAA Core" are no longer valid concepts within the credit distribution definition of the Core. Therefore, progress in the critical thinking abilities of students are within the purview of individual courses and individual faculty. Fall 1994 faculty developmental activities included faculty presentations (in the auditorium, and breakout sessions in classrooms) regarding different perspectives and approaches to teaching critical thinking and problem solving. GIFT Fair II was also held that day. A regional critical thinking conference is planned at Penn College for Fall 1995.

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MS I.l.	ASI (DG) I.5.4	Academic Standards and Issues explore the following mechanisms to improve information literacy: (1) bibliographic instruction for all students either before or during the first semester, and (2) across-the-curriculum library-based assignments. (Library/Instructional Resources)

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Status Report 1995

By vote of the Academic Standards & Issues Committee on December 13, 1994, and College Council, Task Statement I.5.4 was retired from the list of active tasks as completed.

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MS I.r.	ASI & CURR (DG) I.5.5	Promote the following curricular initiatives: interdisciplinary education, cultural/diversity awareness, writing across the curriculum, fitness/wellness course work, information literacy through the use of curriculum development and staff development activities and through strategies like the formation of quality circles and interest groups. (Teaching-Learning)

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Status Report 1995

During this fiscal year, opportunities were offered to faculty and staff through the Staff Development Office. There were two writing across the curriculum classes offered with a total enrollment of eight people; five fitness/wellness classes offered with a total enrollment of 216 people, including nine sections of A School for Backs in support of the back belt initiative; three cultural/diversity awareness classes with an enrollment of 40 people.

In conjunction with Staff Development Day in October, four "Talk about Teaching" roundtable discussions were held with 40 people participating.

The Staff Development Office will continue to provide opportunities for staff to participate in activities that support diversity, fitness/wellness, and the teaching/learning process.

DG - I.5.6

Librarians and faculty will continue to develop strategies to meet the information literacy needs of all students through the following mechanisms: 1) basic bibliographic instruction in introductory English classes, 2) database management and search skills through introductory computer science classes, 3) Internet availability and training for all students, and 4) program-based bibliographic instruction and library based assignments.

This new task statement was approved by Academic Standards & Issues on January 10, 1995, and by College Council.

Status Report 1995

In 1994-95, 169 bibliographic instruction classes, reaching over 3000 individuals, were presented, representing a 13% growth over 1993-94. Forty-eight of these classes were with English 111 sections; 90 were with other subject-specific credit classes; and 32 were for non-credit groups, such as New Horizon, and for faculty/staff development. Over 80% of the English 111 sections participated in the program, and the modified lecture/hands-on assignment format was very well received by English faculty. We were particularly pleased with the response to staff development offerings in electronic resources, Proteus access, Westlaw, and business resources.

Progress was made in integrating electronic database searching into the basic required computer science course planned for Fall 1995. Having students familiar with these basic skills will greatly enhance their ability to effectively use today's library.

Internet training began in earnest this spring, with sessions being offered to faculty/staff, credit classes, and independent student groups. Student interest and participation in Internet has been greater than expected.

Goal

I-7 Instructional Delivery and Management

Provide quality instruction for students through systematic instructional planning, effective instructional delivery, and responsible instructional management which maximizes students' attainment of their educational goals.

Tasks

DG - I.7.1 The College will design and implement quality instructional strategies which develop students' mastery of core competency skills recommended by the Academic Standards and Issues Committee and endorsed through governance procedures.

Status Report 1995

The revised AAS cores is based on credit distribution instead of competency skills. The revision has been recommended by Academic Standards and Issues Committee and endorsed by governance and approved by the President. The revised core will be implemented beginning with curriculum proposals for Fall 1995

DG - I.7.2 The College will support development and implementation of instructional delivery innovations which:

- o Increase response to varied learning styles
- o Broaden time schedule and location access to instruction
- o Increase student mastery of targeted competencies.

Status Report 1995

Team teaching--Joseph Loehr and Thomas Zimmerman who present Intro. to Cineman; the two bring their different orientations to the course; i.e., philosophy/literary and psychological. Also, Peter Dumanis and Dan Doyle who team teach Popular Culture; Peter focuses on the popular culture itself with a close-reading approach while Dan brings a historical/sociological approach to the course. Also Janet Sherman and Roy Fontaine who team on an anthropology course combining the natural and social sciences.

Different from the team teaching is Jim Logue's and Dan Doyle's paired class approach (ENL111 and SOC111); same students must enroll in the two designated sections. Students then have an integrated approach in that the reading, writing assignments are shared.

Three summer Title III projects and two summer Tech Prep projects also fit: Carol Kafer and Mark Paternostro are working on an interactive computer unit to help students in BIO 125 (thus the adapting to different learning styles); Charles Kemnitz and Dan Wilson are pooling their respective strengths in Tech Communication and Electronic Design to create a computer tutorial on document design; two pairs of math-technical faculty are working on increasing the transfer of math skills to major coursework and increasing the applications; Dan Doyle is working on an integration project which he will pilot with three or four technical faculty to import an ethics unit into technical courses; Jack Murphy and Mark Bridgens are working on math instruction that uses applications from HVAC and which will increase student transfer of skills.

A final example is what the Early Childhood faculty are doing through the Technology Transfer Center with CDA workshops--different "packaging" of instruction designed to serve a different audience (from normal Associate students). They are also looking at distance education possibilities which will permit extending the instruction to North Campus.

DG - I.7.3 The College will support student success through designing and implementing instructional management activities in the classroom such as attendance monitoring, regular evaluation and constructive feedback to students on their progress, and instructional modifications in response to students' need within the limits of the legal requirements and institutional feasibility.

Status Report 1995

The College instituted a revised basic College-wide attendance policy. Supplemental attendance requirements may be constructed by faculty on an individual course basis, depending upon the learning activities and objectives for an individual course. The Gift Fair was repeated to provide faculty with a variety of ideas related to instructional methodology and feedback from students to enhance classroom and laboratory instruction.

GOAL AREA: STUDENT SUPPORT

To develop an atmosphere in which all students are encouraged to identify personal goals and define a plan for achieving them through an active commitment to learning, a strong sense of self-direction, self-confidence, self-worth, and respect for others. To provide a program of student support to accomplish a smooth progression through the recruitment, admission, career definition, financial planning, social and cultural development, and job entry processes for each student.

Goal

SS-1 Student Recruitment

Determine appropriate program by program enrollment goals and implement recruitment strategies that effectively market the College to potential students and allow program enrollment projections to be met each semester.

Tasks

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WM - SS.1.3 The College will develop strategies on a programmatic basis
MS Rec I.w. for attracting non-traditional students.

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Status Report 1995

During the Fall 1994 visitation period, Admissions staff visited approximately 20 agencies to recruit nontraditional students. These activities came in addition to those routine operations that coordinate Admissions activities with Sex Equity, Project Choice, Project Place, and other similar special populations/nontraditional student activities on campus. Nontraditional agency workers were invited to the College's Annual Counseling Program, and 22 individuals attended.

During the past academic year, all recruitment literature was revised so that the lead piece, the search piece, was geared for separate admissions populations including nontraditional students. System controls allow for distribution of this literature to the appropriate target group.

WM - SS.1.4 The College will define and enhance the role of all staff in the recruitment and retention process.

Status Report 1995

The Admission Department developed a Strategic Plan that allowed a market segmented approach to the following groups of students: traditional freshmen, transfer students, re-enrollees, nontraditional students, and program changers. The activities associated with recruiting each of these groups of students were evaluated according to actions by Admissions staff, faculty, currently-enrolled students, alumni, and with publicity and advertising. As a part of the new Market Plan, activities were proposed consistent with the results of this analysis.

Another activity that resulted from the Market Plan was the identification of a severe information deficit regarding recruitment processes that was extant within the staff. Professional development activities were scheduled throughout the spring semester in order to address these deficiencies.

WM - SS - 1.5 The College will expand student recruitment activities, consistent with the findings of the Marketing Task Force, as outlined in the 1994-95 Marketing Plan.

This new task statement was approved by Student Affairs Committee on April 20, 1995 and College Council.

Status Report 1995

No status report for 1995.

Goal

SS-2 Student Retention
Expand retention practices that enhance student opportunities for academic success.

Tasks

DG - SS.2.5 The College will assess and revise as needed developmental coursework required of a student before attempting regular courses.

Status Report 1995

A study of the effectiveness of developmental algebra courses (MTH 002 versus MTH 120 and 122) is underway, and will be continued during 1995-96. Also, a study of students with exceptionally "low scores" on College placement tests led to revision of the College's admission and scheduling procedures for students with these exceptionally low scores. Studies of reading placement test cut-off scores, and the effectiveness of RDG 001 and RDG 111 were postponed until 1995-96.

DG - SS.2.7 The College will respond to the Developmental Studies Task Force Report(s) through continuing work/research in identified areas of concern, analyzing the data and taking appropriate actions based on the research.

Status Report 1995

By vote of the Student Affairs Committee on November 3, 1994, and College Council, Task Statement SS.2.7 was retired from the list of active tasks and requires routine maintenance.

WM - SS.2.9 The College will review and expand, as feasible, the academic intervention and support services provided to students.

This task statement was approved by Student Affairs Committee on April 20, 1995 and College Council.

Status Report 1995

No status report for 1995.

Goal

SS-3 Part-time Nontraditional Students
Expand educational opportunities and appropriate support services for non-traditional students.

DG - SS.3.2 The College will investigate the feasibility of dependent child care services for students and staff as an accommodation for present and potential student populations.

Status Report 1995

By vote of the Student Affairs Committee on November 3, 1994, and College Council, Task Statement SS.3.2 was retired from the list of active tasks and requires routine maintenance.

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MS I.t. SA (WM) SS.3.4 Improve and expand services to the part-time student: (1) develop a handbook that address the who, what, where, when and why for the part-time student; (2) develop a two-year (at least) college-wide list of course offerings that will help facilitate part-time student planning; (3) provide academic advising services especially during evening hours. (Teaching-Learning)

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Status Report 1995

Academic advising services are available during evening hours at the Counseling and Career Services Office. The Student Records Office, certain Academic divisions, and Financial Aid Office provide extended evening hours for part-time students. In addition, special evening scheduling sessions were held for part-time or nontraditional students in certain program areas.

MS II.g.	SA (WM) SS.3.5	Broaden and vary opportunities for part-time and older students to become involved in student and College activities. For example, by targeting events that the entire family can participate in (i.e., dinners, picnics, movies, game days), nontraditional students can associate with peers who share the same problems and concerns. (Equity & Diversity)

Status Report 1995

By vote of the Student Affairs Committee on November 3, 1994, and College Council, Task Statement SS.3.5 was retired from the list of active tasks and requires routine maintenance.

Goal

SS-4 Matriculation

Expand intake services to insure that students matriculate in an expeditious fashion and are prepared to successfully undertake their choice of College studies.

Tasks

WM - SS.4.1 The College will evaluate and revise as needed the test, advise, and schedule process.

Status Report 1995

Consistent with the report for I.5.1, the Test/Advise/Schedule process was evaluated and revised during the Fall 1994 semester. The new process affords students an earlier opportunity to take placement tests. It revises the orientation and advising process for these students on placement test day. Finally, the scheduling process for new students is now centered in the academic divisions with assistance for double- and triple-deficient students provided by the Counseling staff. The new process was implemented during the Spring 1995 semester.

WM - SS.4.2 The College will expand housing services to students both before and during enrollment.

Status Report 1995

The College completed a survey of present students and their parents as well as nonmatriculated students and their parents in order to determine interest in college-owned housing.

By vote of the Student Affairs Committee on November 3, 1994, and College Council, Task Statement SS.4.2 was retired from the list of active tasks and requires routine maintenance.

WM - SS.4.3 The College will seek to expand the financial support mechanisms for students.

Status Report 1995

The Director of Financial Aid participated in the statewide advisory panel which helped develop details for implementation of part-time PHEEA Grant Program, an activity which benefited several hundred part-time students at Penn College during the 1994/95 academic year. In addition, the Financial Aid Office worked with Food Services and the College Store in the development of new scholarships representing each of these areas.

As reported in IS.2.3, Pennsylvania College of Technology Foundation continues to sponsor the Annual Golf Classic which provides the principle upon which Foundation scholarships are provided. In addition, consistent with IS.2.6, the annual fund will concentrate donations in the area of student scholarships.

DG - SS.4.4 The College will improve prematriculation assessment practices including articulation credit.

Status Report 1995

The on-line course approval/assessment process is an efficient means of assessing articulated credit. APCO, Tech Prep Articulation and Program Articulation agreements are additional avenues for addressing articulation and advanced placement.

DG - SS.4.5 The College will improve prematriculation opportunities for remediation of deficiencies.

Status Report 1995

Research indicated that the 25% tuition discount for summer developmental courses contributed to a significant increase in summer developmental course enrollment from Summer 1993 to Summer 1994 terms. Also, hundreds of students continue to remediate (through tutoring and retesting, through Summer COPing, and through courses at other colleges) during the summer prior to full-time enrollment in the fall. Approximately half of these students improve their skills and pass at least one retest, improving their preparation for first semester courses, and simplifying their long-term scheduling process. Also, Math Prep, a non-credit math review for students with very low arithmetic skills, was offered for the first time during the 1994-95 fall and spring semesters.

Goal

SS-5 Student Life
Enhance the campus social and cultural life for students.

Tasks

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WM - SS.5.1
MS Rec. 1.g The College will improve mass communications between all campus segment.

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Status Report 1995

With the expansion of the College computer network, all students were assigned electronic mail addresses.

MS.I.d.	ASI (WM) SS.5.4	Initiate new data collection and analysis methods focused towards improvements in teaching and learning, including: begin using a standard student development assessment, specially to be determined by the planning committee, to assess the College's effect on affective, student development areas of growth and change. (Outcomes Assessment)

Status Report 1995

Data collection in the area of Student Services continued to focus upon the results of Institutional Research which on a systematic basis indicates student satisfaction with College Services, Student Services, and Academic areas. In addition, special evaluations of Counseling Services and the test/advise/schedule programming are routinely made.

MS I.q.	SA (WM) SS.5.5	Extend the breadth of and provide ongoing opportunities for student development programs which focus attention on independent living skills, issues of student responsibility, self-worth, sexual harassment, respect for personal and cultural diversity, alcohol and drug use, etc. (Teaching-Learning)

Status Report 1995

The Fall 1994 and Spring 1995 Orientation programs focused on the issues of campus safety, housing, drug and alcohol problems, sexual harassment and date rape, and HIV/AIDS. In addition, several workshops were offered on study skills, note-taking, and mock classroom. In addition to the three-day Fall Orientation, an "extended orientation" was held through September 14 as there are just too many areas to cover in three days. Topics were: leadership opportunities, New Options, Overview of Academic Support Services, Re-entry Adult, an open invitation to SGA, ICC, and CAB meetings, session with Williamsport Police and

Fire Departments, OVR, TRA and TAA, Valley Prevention Services, student organizations involvement fair, communication across culture and gender, cultural sensitivity, and "Street Smart" a self-defense program. The Student Assistantship Program was initiated to offer students the opportunity to earn money and develop their abilities as leaders. During February, a month-long celebration of the Afro-American heritage was observed. In addition, to orientation activities, ongoing activities and programs concerned with increasing student awareness were offered and included such issues as student safety, drug and alcohol use, HIV/AIDS, cultural diversity (including handicap issues), leadership opportunities, the environment, and sexual harassment. Specific programs included: PennVironment activities, Incarcerated Women Lecture Series, Take Our Daughters (Children) to Work Day, and Dream-Makers Workshops and Exhibit.

The CAST Program (College and Students Together) is an example of service offered to assist students with independent living skills, specifically targeted to students who reside in the surrounding housing complexes.

MS II.n.	SA (WM) SS.5.6	Create a programming board under student services with representative members to (1) evaluate the use of programs; (2) work toward programming the diverse student body; (3) extend programming to support academically-focused extra-curricular activities; (4) initiate mechanisms for evaluating programs; (5) extend activities scheduling to serve residential population; and (6) serve students at all campus locations. (Teaching-Learning)

Status Report 1995

The Campus Activities Board (CAB) has been active during 1994/95 planning activities for students in Penn's Inn and promoting these activities to students through various means. The

promotion has been directed to students in nearby housing units via door hangers and/or fliers, sidewalk talk (announcements drawn with chalk on the sidewalk), stall walls (announcements placed in bathroom stalls and on mirrors), bulletin boards, banners, fliers, EMC, NWN, doorhangers, WWAS-Radio, E-mail, Food Service receipts, and coupons. Activities included: weekly dances and line dancing lessons, Monday Night Football (Fall), movies, Win-a-Car Competition, Suitcase Dance (semi-formal), Finals Week 24-hour Study, and Arm Wrestling. These programs compliment the cultural, athletic (Fitness Center and intramurals), student development, student organizations, and student health services offerings to provide our students (traditional and nontraditional), at all campuses and in all academic divisions, a broad base of activities.

Goal

SS-6 Services for Students

Ensure that services for students are delivered in an efficient and effective manner.

Tasks

WM - SS.6.2 The College will evaluate the possibility of obtaining local student addresses in an efficient and accessible manner to assist in individual student communication.

Status Report 1995

By vote of the Student Affairs Committee on November 3, 1994, and College Council, Task Statement SS.6.2 was retired from the list of active tasks and requires routine maintenance.

MS I.f.	SA (WM) SS.6.3	Review use of student activities fees to ensure that those fees provide direct benefits to the student payees. Among other concerns evaluated: (1) appropriations restricted to student activities rather than to college/community service activities; (2) use of those fees for staff salaries and benefits; (3) percentage of time devoted to student needs among student services staff (those supported by activities moneys); (4) responsibility for Capitol Theatre and performing artist series; and (5) logic/practicability of the charge-back to college activities for use of college property (Recreation Center rental, for example). (Teaching-Learning)

Status Report 1995

(1) The Performing Artist Series has been transitioned to the Community Arts Center. (2) The practice of budgeting full-time staff salaries in the Student Activities budget has been eliminated. (3) The Director of College Activities no longer has responsibilities in the performing arts, and now devotes full-time to Student Service activities. (4) See Nos. 1 and 3 above. (5) With the opening of the Campus Center, a substantial modification of square footage allocation feet was undertaken. Student office and meeting space had formerly been eliminated from the charge-back assessment. Penn's Inn was exempted from charge-back. Currently, square footage assessments are placed on two Student Activities spaces.

The first is the Recreation Center which pays a square footage charge to offset the cost of utilities and other services and does so because it is a revenue (for students) generating space. A second square footage charge-back is assessed against the Fitness Center because it operates as an auxiliary enterprise. A substantial reduction in that square footage assessment was made because of the use of the Fitness Center for academic programming.

By vote of the Student Affairs Committee on April 20, 1995, and College Council, Task Statement SS.6.3 was retired from the list of active tasks and requires routine maintenance.

MS I.m.	ASI (DG) SS.6.4	Strengthen the academic advisement system; determine its purposes, publish its objectives; explore advisement alternatives. (Teaching-Learning)

Status Report 1995

The test/advise/schedule process has been revised and the revised process implemented for Fall 1995. The divisions have worked with the records office to develop the automated scheduling for new Fall 1995 students. Course prerequisites and corequisites have been added to courses on the master schedule for Fall 1995

MS I.ii	SA (WM) SS.6.5	The Health Care Office should be expanded to include services for those students in residence in campus-approved housing facilities and to expand services for evening students.

Status Report 1995

The Health Care Office currently provides service to residential students during normal operating hours. No decision has been made to expand these services at this time.

MS II.d.	SA (WM) SS.6.6	Assess the effectiveness of student support services using, for instance, the Council for Assessment of Standard materials and evaluation packets. (Outcomes Assessment)

Status Report 1995

No progress to date.

WM - SS.6.7 The College will review and expand, as feasible, the career and placement services provided to students.

This new task statement was approved by Student Affairs Committee on April 20, 1995 and College Council.

Status Report 1995

No status report for 1995.

GOAL AREA: ACADEMIC SUPPORT

To maintain a system of academic support services of sufficient depth, breadth, and caliber to help achieve fully effective instructional services; within this support system, to include course and curriculum development and evaluation, academic personnel development (including faculty development), library services, academic computing, media services, academic administration, experiential learning, and other activities as appropriate.

Goal

AS-1 Program Development Process

Develop clear, consistent academic standards and written guidelines for development, revision, and deletion of curricula and courses.

Tasks

DG - AS.1.1 The College will develop a revised program approval process and guidelines for the Curriculum Committee based on identification of core competencies and definitions of institutional credentials.

Status Report 1995

By vote of the Curriculum Committee on November 29, 1994, and College Council, Task Statement AS.1.1 was retired from the list of active tasks and requires routine maintenance.

DG - AS.1.2 The College will develop and implement mechanisms for supporting identified curricular and/or core competency initiatives through modified schedules for faculty to facilitate individual or joint projects; release time for development of curricula, courses and/or instructional materials; or stipends for special projects.

Status Report 1995

By vote of the Human Resources Committee on January 10, 1995, and College Council, Task Statement AS.1.2 was retired from the list of active tasks as completed.

MS I.n.	ASI (DG) AS.1.3	Develop a more comprehensive mechanism to more effectively assess courses. Use faculty, current and graduate students, employers and advisory committees in this effort. (Outcomes Assessment)

Status Report 1995

As always, most faculty informally assess and improve aspects of their courses as an on-going, regular part of their professional work. "Comprehensive" course assessment, as recognized in the approved Task Statement AS 1.3, implies more than on-going, routine, faculty work. During 1994-95, progress continued on three fronts.

First, course assessment has become an integral part of the Program Review process. For example, graduates of the Business Management program rated the "usefulness on the job" of 11 major courses in that program. The appropriateness and usefulness of MTH 110 was evaluated as part of Program Review for the HVAC program. Each year, as part of Program Review, a variety of major and support courses will be assessed.

Second, individual faculty have requested and received assistance from the Office of Outcomes Assessment in the assessment of specific aspects of individual courses (SOC 111 with Dan Doyle and MTH 180 with Ed Owens). Provision of this service depends on individual faculty initiative, and on the availability of Outcomes Assessment staff to assist with these individual projects.

Third, some courses are assessed as part of larger outcomes assessment research projects. For example, MTH 002 and the MTH 120-122 sequence are undergoing assessment as part of a larger research agenda to assess the effectiveness of developmental courses and the success of developmental students (Task Statement SS 2.5).

Despite progress, there is no standard time frame, format, or standards regarding "comprehensive" assessment of courses, ensuring, for example, that every course is formally assessed every five years. Such a truly comprehensive approach would constitute a major institutional initiative, requiring a significant commitment of personnel and other resources.

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MS I.v.	ASI (DG) AS.1.4	Collect, analyze and report comprehensive data on transferability of courses to other colleges, including general education and technical curricular courses. (Outcomes Assessment)

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Status Report 1995

Based on the same data and rationale as the retirement of AS.1.5, this task statement is ready for retirement at the beginning of 1995-96.

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MS I.y.	ASI (DG) AS.1.5	Due to the merger, take a special look at students who transfer to Penn State including articulation of: (1) the GS program with PSU curricula; and (2) A.A.S. programs with BS degrees in Technologies. (Outcomes Assessment)

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Status Report 1995

By vote of the Academic Standards & Issues Committee on February 21, 1995, and College Council, Task Statement AS.1.5 was retired from the list of active tasks as completed.

Goal

AS-2 Program Evaluation

Develop clear, consistent academic standards and procedures for regular planned evaluation of effectiveness, quality, and accessibility of instructional programs.

Tasks

DG - AS.2.1 The College will develop and implement a system for regular, planned evaluation of all College credential programs.

Status Report 1995

By vote of the Academic Standards & Issues Committee on December 13, 1994, and College Council, Task Statement AS.2.1 was retired from the list of active tasks and requires routine maintenance.

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MS I.o.	ASI & CURR (DG) AS.2.2	Establish rationale and criteria for identifying curriculums with selective and restrictive admissions; then formalize and operationalize those criteria. (Teaching-Learning)

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Status Report 1995

Definitions of restrictive and selective admissions were approved through the governance system (AS&I and College Council) and have been approved by the College President.

Goal

AS-3 Staff Development

Develop a staff evaluation and staff development system which supports quality instructional delivery, maintains staff currency in their areas of responsibility, and strengthens the College's ability to meet student educational objectives.

Tasks

DG - AS.3.1 The College will refine procedures for evaluating staff performance and for providing development support for enhancing staff effectiveness in meeting student objectives.

Status Report 1995

The performance appraisal form for the classified and service staff has been revised and a new form implemented during the review process in May 1995. In support of the changes and to improve the performance review process, a training session, Mastering Performance Reviews, was conducted for all supervisory staff. The training was completed May 1995 and included an executive briefing for Dean's Council. Sixty-nine supervisors completed the training process.

DG - AS.3.2 The College will establish mechanisms for faculty and staff to provide feedback to supervisors relative to faculty and staff perception of the supervisor's performance.

Status Report 1995

A revised administrator evaluation was administered during the 1994-95 academic year. Academic Affairs administrators were evaluated by faculty and staff.

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MS I.d	ASI (DG) AS.3.3	(3)	Use qualitative data like student and faculty focus groups to gain feedback to improve teaching and learning;

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Status Report 1995

Student focus groups were used as part of two Program Reviews during 1994-95, Graphic Communication and Surgical Technology. They were also used in the assessment of two courses, as requested by two individual faculty members (Doyle and Owens). Because of the change from competencies to a credit distribution for the AAS/AAA Core, focus groups were not used to discuss core competencies as was originally anticipated. Focus groups are a valuable research tool, and will be used in a variety of future research projects including, but not limited to, program review and course level assessments.

MS I.x.	HR (DG) AS.3.4	Expand current and develop new staff development opportunities for adjunct faculty. Such opportunities include a standardized orientation, extended supervision and involvement with departments. (Teaching-Learning)

Status Report 1995

All divisions are provided copies of the Faculty Handbook and *A Handbook for Adjunct and Part-time Faculty* at the beginning of each semester for any new part-time faculty. Orientation, departmental meetings, and extended supervision has been handled by each division as needed.

MS II.a	HR (DG) AS.3.5	Develop and implement on-going staff development activities that are designed to inform, educate, and orient current and new employees, Advisory Boards and Advisory Committee Members, as to the Planning Process used by the College, and the role of Governance in the planning process. (Evaluating/Planning)

Status Report 1995

Through survival skills, orientation and staff development classes, twenty different topics were offered to staff. These included Mission/History/Vision Statement, At Ease with the Media, Here Come the Tech Prep Students, Benefits Overview, Marketing/Recruitment Workshop, The Buckley Act, Conducting a Meeting, Governance Overview, as well as others. One hundred eighty-nine faculty and staff participated in these programs.

An orientation plan for new full-time staff approved by President's Council has been implemented for Fall 1995. All new full-time employees are required to attend a series of classes on College policy, operations and procedures and are assigned a Penn College Friend for the first six months of his/her employment.

Advisory Committee members and Advisory Boards are involved in the planning process. Advisory Committees are requested to provide input for curriculum development, program review, division five-year plan, and grant development. Feedback on the proposal progress and review process is shared with the Advisory Committee.

Goal

AS-4 Media and Computer Use in Instruction

Establish and implement a plan for media and computer applications in the full range of curricula and in the delivery of instruction.

Tasks

DG - AS.4.1 The College will assess on a program-by-program basis the immediate and long-term needs for media and computer support for the program and the program faculty to deliver services to meet student and client objectives.

Status Report 1995

By vote of the Long Range Planning Committee on January 17, 1995, and College Council, Task Statement AS.4.1 was retired from the list of active tasks as completed.

DG - AS.4.2 The College will develop and implement a plan for meeting identified media and computer support needs.

Status Report 1995

By vote of the Long Range Planning Committee on January 17, 1995, and College Council, Task Statement AS.4.2 was retired from the list of active tasks as completed.

DG - AS.4.3 The College will develop and implement a plan for maximizing the return on investment in terms of College-wide computer hardware, software, and human resources involved in delivery of computer instruction and media and computer support services.

Status Report 1995

By vote of the Long Range Planning Committee on January 17, 1995, and College Council, Task Statement AS.4.3 was retired from the list of active tasks as completed.

Goal

AS-5 General Academic Support Services

Provide appropriate support services through library and reference services, media, experiential learning opportunities, advising, and other activities which maximize student and client opportunity to meet their educational objectives.

Tasks

DG - AS.5.1 The College will identify and implement procedures which systematically catalogue and address staffing, fiscal, facility, and equipment needs necessary to provide quality services addressing student and client objectives.

Status Report 1995

By vote of the Long Range Planning Committee on January 17, 1995, and College Council, Task Statement AS.5.1 was retired from the list of active tasks and requires routine maintenance.

DG - AS.5.2 The College will design and implement activities which insure consistent quality instruction from class to class, instructor to instructor, and program to program.

Status Report 1995

Academic Affairs has implemented Department Heads to assist in providing additional support closer to the point-of-contact for delivery of instruction. In addition, program review uses program clusters to assist in addressing common program elements to ensure equal support.

WM - AS.5.3 The Pennsylvania College of Technology Foundation, Inc., will solicit and acquire appropriate instructional resources and equipment to enhance the quality of the College's educational programs.

Status Report 1995

The Pennsylvania College of Technology Foundation, Inc. acquired donations of equipment and materials for instructional programs valued at $313,287.
Highlights include:

* $60,000 of In-Kind donations to the Library Campaign from various vendors
* $58,600 in vehicles from Toyota Motor Sales, USA
* $55,100 in vehicles and instructional materials from Ford Motor Co.
* $20,000 in engines from Penn Detroit Diesel Allison
* $17,500 in equipment from Cleveland Brother Equipment
* $18,500 in vehicles from Chevrolet Motor Corp.
* $10,650 in training materials from Environmental Systems Research Instruments, Inc.
* $6,400 in equipment from Microcomputer Technology
* $5,300 in molds from Molds Base Industry

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MS I.c	SA (WM) AS.5.4	Address the increase in underprepared students as it pertains to teaching and learning. For example, strengthen support programs, explore new strategies to meet student needs, promote self-worth, etc. (Teaching and Learning)

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Status Report 1995

The needs of the underprepared student have been the subject of concern by the Quality Commission. Recommendations from that Commission include the discounting of summer tuition for developmental students, a review of termination pattern by the student body over a three-semester period, as well as the adjustment of cut-off scores for admission.

Midterm intervention conferences were held for all students recording deficient grades at midterm by the College's counselors.

Academic Support Services continue to provide tutoring by both professional and student assistants. This service continues to be among the most popular and highly-ranked programs offered by the College. Project Success, Learning Disability Services, Support Programs for Students With Physically Handicapping Conditions, Act 101, Sex Equity, and Displaced Homemaker Program all continue to provide ongoing academic support services for special populations and under-prepared students.

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MS I.s.	COUNCIL (RF) AS.5.5	To increase library funding to 3% of the College budget. (Library/Instructional Resources)

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Status Report 1995

Library funding was equivalent to 2.8% of the 1994-95 College Operating budget.

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MS I.ee	(DG) AS.5.6	It is recommended that the College expand library hours especially on Saturday.

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Status Report 1995

By vote of the Student Affairs Committee on February 16, 1995, and College Council, Task Statement AS.5.6 was retired from the list of active tasks as completed.

MS I.ff	(DG) AS.5.7	Increase staff so that a qualified librarian is on duty at all times to meet the demands of a growing and enlarged library requirement for an expanding college.

Status Report 1995

During the 1995-96 academic year, we were able to hire a part-time librarian to work our Sunday hours, and we rotated our full-time librarians to cover Saturday hours, thus providing professional reference services during all our weekend hours.

The library continues to be staffed by a classified-level part-time Reference Assistant from 9:00-11:00 p.m. weeknights.

MS I.gg	(DG) AS.5.8	The plan for anticipated future expansion of the library, as noted in the self-study, should be accelerated as the collection and library utilization, in the judgment of the team, falls below minimal standards.

Status Report 1995

The library renovation should be completed in August 1995 and will increase the square footage from approximately 20,500 to 28,100, a gain of 37%. In addition to a general stretching of both public and office space, the renovation will provide enhanced electronic capabilities, a quiet study room which will double as a library classroom when needed, an expanded computer lab, and a new reference area for legal materials.

The library collection has grown dramatically since the start of our "special initiative" in January 1992. We have either reached, or are making good progress toward, the American Library Association "excellent" two-year standards.

	Jan. 1992	July 1995	Standard
Book volumes	38,000	59,000	85,000
Journal subscriptions	634	941	800
AV materials	792	2,500	1,300

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MS I.hh (DG) AS.5.9 Consideration should be given to increase the staff to expand services to the faculty and to provide services for evening operations.

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Status Report 1995

Staff increases for 1994-95 included the hiring of a casual part-time Periodicals/Acquisitions Clerk (18 hrs/wk), a casual part-time librarian to work Sundays (8 hrs/wk), and a full-time Coordinator of Library Information Technology, whose time is split 1/3 library, 1/3 computer services, and 1/3 Internet services. Hours for the part-time Reference assistant at the North Campus library were increased 7 hrs./wk.

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MS II.f. COUNCIL (DG) AS.5.10 To develop an institutional information resource strategy to incorporate holdings outside the library proper. Such an initiative needs to be considered before or concurrent with the library automation process. (Library/Instructional Resources)

****

Status Report 1995

This process continues to be ongoing. The merging of Computer services, Media Services, and the Library should facilitate progress.

The acquisition of Internet access for students, faculty and staff greatly expands the information resources available to all. A networked computer on campus now connects to both internal and external resources, including our Proteus and the library catalogs of nearby colleges.

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MS II.cc	(DG) AS.5.11	Employ a full time qualified librarian and necessary support staff at the North Campus.

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Status Report 1995

The North Campus library presently employs a Coordinator (not a librarian), who devotes approximately half of her time to library duties, and a part-time Reference Assistant (25 hrs/wk). The Assistant's hours were increased this year from 18/wk. There are no present plans to hire additional staff.

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MS II.dd	(DG) AS.5.12	Increase holdings necessary to support the programs offered at the North Campus so they are not dependent on the main library.

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Status Report 1995

By vote of the Academic Standards & Issues Committee on December 13, 1994, and College Council, Task Statement AS.5.12 was retired from the list of active tasks as completed.

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MS II.ee	(DG) AS.5.13	Consideration should be given to enhancing coordination of the Media Center, Instructional Technology, and the Library.

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Status Report 1995

By vote of the Academic Standards & Issues Committee on December 13, 1994, and College Council, Task Statement AS.5.13 was retired from the list of active tasks as completed.

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MS II.ff	(DG) AS.5.14	The college, in view of its expanding statewide mission, should give consideration to developing distance learning capabilities.

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Status Report 1995

Coursework was implemented in the spring semester of 1995 to deliver dental hygiene baccalaureate work via videotape. The course required students to make only three visits to campus but utilized a workbook, phone, fax and individual visits to campus as supplemental instruction. Additional planning is taking place to extend this modality to other courses.

The College's Instructional Media Center has taken on the responsibility of researching the technical and programmatic possibilities for the institution. In a recent restructuring, administrative responsibility for the Media Center, Instructional Technology, Computer Services, and the Library will be directed by one associate dean. This will allow for a more integrated approach as well as appropriate resources to expand distance learning offerings.

An institutional membership has been obtained in the Pennsylvania Distance Education Consortium (PDEC) which allows for the exchange of current pertinent information among colleges and universities and other members concerning distance education practices. Subscriptions to other resources via Internet listservers will also expand the data base.

An internship was served in Penn State University's Continuing and Distance Education division by the Director of Instructional Media, the purpose of which was to investigate and implement cooperative strategies in offering distance learning opportunities to the institutions' mutual benefit.

The institution will continue to investigate the technological possibilities of two-way compressed video (PictureTel), electronic data exchange (Internet, external access to the campus network, etc.) as viable teaching environments particularly as they apply to the North Campus and to Penn State's PictureTel network.

DG - AS.5.15 Increase connectivity between North Campus and Main Campus libraries so more effective sharing of resources is expedited.

This new task statement was approved by Academic Standards & Issues on January 10, 1995, and by College Council.

Status Report 1995

Networking to the North Campus was not completed this year but is on Computer Services' schedule for 19956-96. When implemented, the NC library will share fully in the Proteus system.

On a smaller scale, communications between NC library and the main library were improved by the purchase of new telefacsimile machines in both locations, and by the installation at North Campus of a new microcomputer capable of dial-up access to Groupwise and Proteus.

Discussion of improvements in mail delivery between the two campuses are ongoing.

GOAL AREA: INSTITUTIONAL SUPPORT

To provide an ongoing program of research, planning and evaluation which serves as the foundation for formulating and assessing annual and long-term goals and objectives, which provides support for effective management decisions, and which results in the development of human, fiscal, and physical resources needed to deliver the institution's programs and services.

Goal

IS-1 Executive Management

Provide executive management systems which utilize strategic planning supported by valid and reliable research and evaluation data to formulate policy, make decisions, and implement actions through a well-designed organizational framework.

Tasks

DG - IS.1.2 The College will establish a process of review to determine that the annual plan of action for the institution does focus on student achievements and establish a process of assessment to determine that the College has followed the plan.

Status Report 1995

Academic administrative plans are focused to relate to major institutional initiatives which tie to student learning and outcomes. Annual reviews and evaluations determine effectiveness of the objectives.

RF - IS.1.3 The College will develop a structured, well-defined comprehensive system for data collection, analysis, distribution, and application.

Status Report 1995

By vote of the Long Range Planning Committee on September 20, 1994, and College Council, Task Statement IS.1.3 was retired from the list of active tasks and requires routine maintenance.

DG - IS.1.4 The College will establish support and reward structures which nurture nontraditional programming and entrepreneurial initiatives.

Status Report 1995

By vote of the Human Resources Committee on January 10, 1995, and College Council, Task Statement IS.1.4 was retired from the list of active tasks as completed.

DG - IS.1.6 Each academic division will produce a five-year plan that anticipates staffing, equipment, curriculum, staff/faculty development, and resource needs. These plans will be assessed annually.

Status Report 1995

The division five-year plan continues to be updated annually for growth, staffing, and capital. The plan is a vision of potential growth, technology changes, and curriculum development. It further provides as a foundation for planning future staffing, facilities and equipment needs.

WM - IS.1.7 The College will develop a plan for long-term institutional growth from an enrollment, facility, and support services perspective.

Status Report 1995

By vote of the Long Range Planning Committee on January 17, 1995, and College Council, Task Statement IS.1.7 was retired from the list of active tasks and retired as completed.

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WM - IS.1.8
MC Rec 11.c The College will ensure that all operating plans include statements linking goals/tasks to established Strategic Long Range Plan goals/tasks, and that all initiatives that do not support an existing Strategic Long Range Plan goal/task must be approved through the regular planning cycle.

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Status Report 1995

During the past academic year, a major initiative to better integrate institutional operations and planning was undertaken. This resulted in substantial volume of both Planning and Governance activity. Over 35 task statements were retired, and at least 12 new statements were proposed for inclusion in the Plan.

A process was developed to incorporate recommendations that flow from the Middle States Baccalaureate Visit into the Long Range Plan.

The Long Range Planning Committee approved a process by which task modification could be tracked. It provided distinction between retirement to maintenance and retirement as completed, and the Committee developed specifications for determining when certain tasks are completed.

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WM - IS.1.9
MS Rec I.a

The College will structure direct relationships among Long Range Planning, Outcomes Assessment, and institutional research to better assess the fulfillment of existing goals and to formulate new goals.

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Status Report 1995

Outcomes Assessment has been linked to the planning process not only through close articulation of the operations of each of the offices, but through incorporation of Outcomes Assessment referenced tasks statements in the Long Range Plan. Institutional research and the planning process are linked through the activities of the College's Long Range Planning Committee which reviews each piece of institutional research and makes recommendations to President's Council regarding the results of that research and its impact on institutional direction.

MS I.h.	ASI (WM) IS.1.11	Develop a plan for identifying and maintaining essential existing support programs that are currently grant funded (in part or whole) and for accommodating student population growth and needs. (Teaching and Learning)

Status Report 1995

By vote of Academic Standards and Issue Committee, on November 11, 1994, and College Council, Task Statement IS.1.11 was retired from the list of active tasks and requires routine maintenance.

MS I.cc	(WM) IS.1.14	To minimize the perception on the part of the faculty that the role of administrators on governance committees appears to be duplicative as both participants and evaluators of the recommendation made by the governance committees, the team recommends that consideration be given to defining the roles of administration personnel to serve as resources as well as participants.

Status Report 1995

By vote of College Council on February 9, 1995, and approval by the President, Task Statement IS.1.14 was retired from the list of active tasks and requires routine maintenance.

MS II.aa	(WM) IS.1.16	As the planning process continues to develop, the college should assure that fund raising priorities for the Foundation and Development Office continue to relate closely to the goals and initiatives that are identified.

Status Report 1995

By vote of the Long Range Planning Committee on July 26, 1994, and College Council, Task Statement IS.1.16 was retired from the list of active tasks and requires routine maintenance.

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MS I.dd	(WM) IS.1.17	Simplify college-wide education for the Long Range Planning process by informing all college staff that if they have an issue or concern, they need to bring it to the College Council chair or committee chairs. Use existing vehicles, such as New Week News, and potential vehicles, like the student newspaper.

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Status Report 1995

A review of the planning process by both Governance and administration indicate that, despite its complexity, the College recognizes that the planning process is comprehensive. During the past year, the level of activity with Governance that was directly associated with the planning process, including items of clarification of the planning process by the Long Range Planning Committee referred to above (IS.1.8) as well as the level of activity in Governance that retired more than 35 task statements and added more than 12 to the planning process, indicates that while complex the process is working.

Goal

IS-2 Budget and Finance

Provide fiscal resources required to deliver approved programs and services within the framework of balanced budgets, adequate fiscal reserves, and sound financial planning.

Tasks

RF - IS.2.1 The College Board of Trustees and Administration will work with the Commonwealth and Penn State University to implement new affiliate status.

Status Report 1995

By vote of the Long Range Planning Committee on September 20, 1994 and College Council, Task Statement IS.2.1 was retired from the list of active tasks as completed.

RF - IS.2.2 The College will expand its multiple year enrollment projection process and budgeting process to a regular three-year process, including institutional assumptions and budget criteria based on variable conditions.

Status Report 1995

By vote of the Long Range Planning Committee on November 15, 1994, and College Council, Task Statement IS.2.2 was retired from the list of active tasks and requires routine maintenance.

WM - IS.2.3 The Pennsylvania College of Technology Foundation, Inc., will coordinate special events such as the Endowment Fund Campaign, the Golf Classic Tournament, and the Sports and Recreation Festival to strengthen the monetary resources and to create goodwill within the community.

Status Report 1995

The Foundation coordinated the following special events during the 1994/95 fiscal year: 1) Visiting Chef Dinners were held November 4, 1994, and February 10, 1995, with a combined net profit of $5,242 which was designated to the Visiting Chef Scholarship Fund; 2) The Dinner/Auction was held October 8, 1994, and raised a net profit of $21,500 for unrestricted funds; 3) In support of the Library Campaign, $33,660 in additional funds were raised since June 1, 1994. 4) The Golf Classic event is scheduled for May 8.

MS I.jj (WM) IS.2.4 — The College should continue to explore, open and develop new revenue streams to reduce the pressure now placed on tuition income.

Status Report 1995

By vote of the Long Range Planning Committee on November 15, 1994, and College Council, Task Statement IS.2.4 was retired from list of active tasks as completed.

GB - IS.2.5 — The College will, through the Development Office, seek external funding sources to supplement institutional operations and expand institutional programs and services.

This new task statement was approved by the Long Range Planning Committee on March 21, 1995, and by College Council.

Status Report 1995

Through April 1, 1995 more than 20 grants totaling over $4.2 million in funding, including College match, have been approved and implemented. Instructional equipment and a wide variety of student support services, business and industry projects and other activities are supported with these funds.

More than 15 new or renewal applications for 1995-96 are under development or have been submitted to funding agencies. Funding requests for 1995-96 are projected to total more than $3 million.

WM - IS.2.6 — Penn College Foundation will plan and execute an annual fund campaign for the purpose of soliciting funds from, but not limited to, the following segments: alumni of WTI, WACC, and Penn College; local supporters and friends of the College; and employees of Penn College.

This new task statement was approved by the Long Range Planning Committee on March 21, 1995, and by College Council.

Status Report 1995

A comprehensive plan has been developed to initiate an Annual Fund campaign beginning in September, 1995, and ending June 30, 1996. The campaign goal has been set for $75,000. A lead gift of $15,000 was received from Jersey Shore Steel, Inc. The employee campaign is scheduled to begin on May 8, 1995, as part of a silent phase prior to the public kick-off in the fall. The employee goal is set at $10,000. A steering committee consisting of Foundation Directors, alumni, and College representatives is overseeing the development and progress of the campaign.

Goal

IS-3 Human Resources

Encourage and support (conceptually, financially) the contribution of each individual to their fullest potential by establishing clear and effective policies defining equitable hiring, promotion, benefits, professional development, and salary systems and promoting high standards of conduct and performance in an environment of genuine respect for each individual.

MW - IS.3.2 The College will conduct market surveys and evaluate results for Classified and Service positions.

Status Report 1995

By vote of the Human resources Committee on January 10, 1995, and College Council, Task Statement IS.3.2 was retired from the list of active tasks and requires routine maintenance.

MW - IS.3.3 The College will complete the update of all Administrative, Professional, and Technical positions and assess them using revised Administrative, Professional, and Technical assessment criteria.

Status Report 1995

By vote of the Human Resources Committee on January 10, 1994, and College Council, Task Statement IS.3.3 was retired from the list of active tasks and requires routine maintenance.

MW - IS.3.4 The College will examine alternatives and enhancements to the College's current benefit package as a strategy for recruiting and retaining competent staff.

Status Report 1995

A committee appointed by the President reexamined the college's portfolio of benefits (the third review in about six years). It concluded our present package should not be revised because of cost considerations and uncertainties in the Congress on future taxation of benefits.

DG - IS.3.6 The College will examine alternatives and develop recommendations for integrating part-time faculty into institutional and divisional planning, curriculum development, and student support services.

Status Report 1995

The academic divisions provide orientation sessions for adjunct faculty. Adjunct faculty receive a copy of a handbook for Adjunct and Part-time Faculty, by Donald Greive and the College's Faculty Handbook.

The College's Faculty Handbook has been revised for Fall 1995.

Adjunct and part-time faculty receive announcements for all staff development activities. All part-time faculty receive notification of division and departmental meetings and are requested to attend.

MW - IS.3.7 The College will examine recommendations for recognizing length of service to the College of current and separating employees.

Status Report 1995

By vote of the Human Resources Committee on January 10, 1995, and College Council, Task Statement IS.3.7 was retired from the list of active tasks and requires routine maintenance.

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DG - IS.3.8
MS Rec. I.p.

The College will implement a systematic program of leadership development for faculty and staff.

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This new task statement, IS.3.8, was proposed by the Human Resources Committee and approved by College Council. It was created in response to Middle States Recommendation I.p., "Develop a three-year staff development program which will also dovetail with the Long Range Plan. That program will include learning theory, instructional delivery and assessment, training for all supervisors, department heads and other evaluators as well as design and organize "quality circles" to advocate teaching and learning. (Teaching and Learning)"

Status Report 1995

A pilot group of twelve administrators were selected for the Administrative Leadership/Development Group. A national speaker provided the kickoff activity. Additional outside speakers worked with this pilot group and other administrators.

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MS I.j. HR (DG) IS.3.9

Strengthen the links between existing data, beginning with the "Program Review," and improvements in teaching, learning and other services in all areas at all levels, including:
aggregate faculty evaluation data (supervisors' and students' ratings) so faculty can compare their ratings with others' ratings across the college, divisions, and programs and courses where possible without violating confidentiality. (Outcomes Assessment)

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Status Report 1995

A variety of existing data was used during Program Review and other assessment projects. For example, data generated through *Graduate Surveys* and *Employer Surveys* were aggregated and used in the initial stages of each Program Review process. Grade distributions in specific courses and student transcripts also were used in most Program Review pilots, in studies of placement test cut-off scores, and in the assessment of two courses as requested by individual faculty. Existing data (mostly transcript data) was used in studies for the Quality Committee (on the success of health-associated students). Use of existing data has become routine in many outcomes assessment research projects.

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MS II.e	HR (MW) IS.3.10	Establish a mentor program to assist new staff to adjust to the College's policies and procedures as well as to Williamsport and surrounding community. (Equity & & Diversity)

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Status Report 1995

No action to date.

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MS II.m.	HR (MW) IS.3.11	Investigate and design an "employment package" for regular part-time faculty. (Teaching and Learning)

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Status Report 1995

A review of prospective improved strategies for integrating part-time faculty more effectively into the College's mainstream were examined. A new "Part-time Employees Guide" was developed and distributed to part-timers.

Goal

IS-4 **Physical Plant**

Create and maintain an attractive, functionally efficient physical plant and campus setting which effectively supports the programs and services of the College by enhancing the learning environment.

Tasks

WN - IS.4.1 The College will monitor physical plant operations to insure preservation of the present environment and will review renovations prior to implementation to insure changes consistent with programmatic needs.

Status Report 1995

The ongoing process of monitoring the facilities and plant operations was completed this year in cooperation with the Vice President for Academic Affairs. In conjunction with other senior staff members, needs assessments were performed and a priority listing of projects was prepared for the 1994/95 and 1995/96 academic year.

Major renovations for the past academic year include the first floor wing of the Academic Center for Academic Support Services, initiation of renovations associated with the expansion of Library, and the creation of classrooms in the former bookstore space in the Learning Resource Center. In addition, E204 and E205 in the ATHS were renovated to become computer laboratories.

WN - IS.4.2 The College will monitor facilities' needs and advise the divisions of feasibility of renovations resulting from program changes. This will include, but not be limited to, costs and other facility requirements to determine a break-even analysis.

Status Report 1995

Consistent with IS.4.1 above, the institutional renovations list is prepared on an annual basis in conjunction with needs assessments performed by area administrators with appropriate faculty input. Senior administrative staff work with General Services personnel in order to plan, budget, and schedule renovations consistent with the needs assessment.

WN - IS.4.3 The College will review on a regular basis facility deficiencies to insure that needs are corrected and that facility deficiencies will not affect program requirements.

Status Report 1995

During the past academic year, remediated facilities deficiencies included repair of the tile in the ATHS courtyard, expansion of Library space, continued maintenance of underground storage tanks consistent with state regulation, sidewalk restoration as required, correction of the drainage problems on the newly acquired Third Street property, repavement of the LRC lot, and demolition and pave-over of the former diesel building.

WN - IS.4.4 The College will, as additional expansion takes place, incorporate within the project review the changing needs for parking requirements.

Status Report 1995

To accommodate the needs of campus visitors specifically for the PDC and Le Jeune Chef, a visitors parking lot was established on the site of the former diesel building.

WN - IS.4.5 The College will develop an on-line database to meet requirements for physical facility inventory and space utilization as the profile of programs change across the Campus. Within the structure of the program, a periodic update will be included.

Status Report 1995

The College's Facilities Utilization Management Information System housed in the Student Records Office consistently provides all information regarding room utilization across the campus. It is updated as changes are made.

WN - IS.4.6 The College will undertake the financing, planning, and Campus Center, Community Arts Center, Aviation Center, and other facility renovations and enhancements.

By vote of the Long Range Planning Committee on March 21, 1995, and College Council , task statement was modified to read:
"The College will undertake the financing, planning, and implementation of building programs and other facility renovations and enhancements."

Status Report 1995

During the past academic year, the following construction projects associated with the Stage V Building Program have been completed: Diesel Center addition to the present Earth Science Center, demolition of the former diesel building, preliminary work on the cadaver laboratory for the Physician's Assistant Program, and initiation of construction of the Victorian House.

WN - IS.4.7 The College will continue implementation of a recycling program to insure compliance with Pennsylvania State Law, ACT 101.

(ACT 101 of 1988, The Municipal Waste Planning, Recycling and Waste Reduction Act, Section 1509, states by law, that all public, non-public, and private primary and secondary schools and vocational-technical schools, special education schools, driver training schools and state-owned schools and institutions of higher education must establish and implement a recycling program by September 26, 1990.)

Status Report 1995

The College continues its efforts to recycle consistent with Pennsylvania statutes. This task will be replaced in the future with one reflecting the need to educate the public in order to expand recycling activity on campus.

By vote of the Facilities Committee on October 21, 1994, and College Council, Task Statement IS.4.7 was retired from the list of active tasks and requires routine maintenance.

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MS I.e.	FAC (WN) IS.4.11	The Facilities Committee of the Governance System at Penn College assume oversight for the following: 1. coordination of all Safety and Health Program activities, 2. education of all College employees, especially faculty who are responsible for laboratories where hazardous conditions may exist and student to whom the College has the obligation to provide a safe learning environment, and 3. a safe environment for all in regards to OSHA, EPA, and "Right-To-Know" legislation. (Library/Instructional Resources)

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Status Report 1995

The Facilities Committee has worked on several new policies regarding these three topics, and the following recommendations have been made:

1. Implementation of Emergency Phone System (including phones in hallways, labs, parking lots, and walkways) - As a trial, two exterior emergency phones will be installed (one between the PDC/ATHS; the other, by the tennis courts). As funding permits, this recommendation will be expanded/improved.

2. Portable Emergency Communication Devices - College council did not approve this recommendation; however, they did distribute a memorandum to the Vice President of College Services and Assistant Deans requesting that divisions who require these emergency devices should provide them from within their own respective budgets. Council concluded that this solution is only temporary, and purchasing communication devices remains part of a larger issue of College Communications that will continue to be investigated pending fiscal improvement.

3. Safety/Health Concerns During Emergency Situations - A memorandum has been distributed to all division directors and assistant deans requesting what types of problems/safety hazards may occur in their areas due to power outages (i.e., insufficient lighting, ventilation, etc.)

The previous recommendations requesting a Safety Compliance Officer was not pursued this year.

The Facilities Committee continues to work closely with the Safety Task Force reviewing, forwarding, and resolving safety/health issues and concerns between them.

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MS I.u.	FAC (WN) IS.4.12	Recommendations to Facilities to: 1. assess classroom and laboratory seating (with both enhancement and replacement schedules) 2. assess classroom and laboratory environments in regard to climate and air quality. (Library/Instructional Resources)

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Status Report 1995

The Facilities Committee briefly discussed working with the Student Records Office and the Classroom/Lab Scheduler, a member of this committee also, but no further progress has been made. This item will be included on the agenda for the Fall 1995 meetings to discuss further.

Due to numerous complaints regarding the climate and air quality in the Advanced Technology and Health Sciences Center, a recommendation has been made to College Council to conduct various air quality tests during the 1995-1996 school year. No other campus buildings have been reviewed or assess at this time. Again, this item will be included on future agendas to discuss further.

No report from General Services at this time.

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MS II.b.	FAC (WN) IS.4.13	Provide increased security and protection of the personnel and physical property of the College by implementing a monitor system for fire and other hazardous conditions. (Library/Instructional Resources)

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Status Report 1995

During the past year, the College has implemented a program for the protection of the physical property and personnel to have a fully functioning and licensed Campus Police Department to monitor the facilities and the protection of individuals.

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MS II.i	LRP (WM) IS.4.14	Investigate the resource needs of the Institutional Research Office to facilitate the collection and processing of the internal and external data that is required for making informed decisions that affect the development of Long Range Goals and Objectives. (Evaluating Planning)

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Status Report 1995

By vote of the Long Range Planning Committee on November 15, 1994, and College Council, Task Statement IS.4.14 was retired from the list of active tasks as completed.

WM - IS.4.15 The College will coordinate the evolution of "Campus Security" to a campus police force.

This new task statement was approved by the Long Range Planning Committee on March 21, 1995, and by College Council.

Status Report 1995

The transition from College Security to Penn College Police Department officially began on July 1, 1994, with the changeover in department name. Appropriate College policies were approved that empowered campus police consistent with the Pennsylvania Penal Code. Prior to this activity, individuals who were employed by the College's Security Department were properly certified as Pennsylvania police officers consistent with state law in this area. In January 1995, the College employed a new director for this organizational unit. That individual was given a temporary reporting structure to Student Services and a mandate to develop office protocol consistent with the operation of a police department.

Goal

IS-5 General Administration and Logistical Services
Create an efficient network of purchasing, computing, campus mail, motor pool, shipping/receiving and supplies, and related administrative and logistical systems which facilitate and support basic institutional operations.

Tasks

DG - IS.5.1 The College will expand as appropriate the current level and quality of administrative computer and telecommunication support services.

Status Report 1995

Computer Services took over responsibility fo[illegible]lecommunications effective May 2, 1995. This will provide for improved support services for both administrative computing applications and campus telecommunications due to the enhanced planning and coordination resulting from these process being managed by one department.

RF - IS.5.2 The College will develop a structured, well-defined system of logistical support services.

Status Report 1995

Research and evaluation was conducted on upgrading the College telecommunications system. The upgraded system is to be installed during the summer of 1995; will include expansion of PhoneMail availability to faculty; and will reduce operating costs for maintenance, energy, and trunk charges.

An on-line budget adjustment system was developed and pilot testing was initiated.

A College-wide fax plan was implemented to coordinate the acquisition and placement of fax machines around the College.

RF - IS.5.3 The College will deliver high quality auxiliary enterprise programs.

Status Report 1995

Customer surveys in Food Services and the College Store show improved customer satisfaction. Food Services initiated marketing activities resulting in increased sales and meal plan participation. A College Store Committee was established with representatives from the student body, faculty and staff for the purpose of evaluating potential ways to reduce the financial impact on students of required books and course materials.

DG - IS.5.4 The College will expand as opportunities allow the Information Center function to provide state-of-the-art technological support in the areas of local area networking, office automation, and access to the College data bases.

Status Report 1995

The campus fiber-optic backbone was expanded to include the Metal and Technical Trades Center. Over 21,300 feet of network cabling was installed around campus. Ninety percent of all cost center administrators and appropriate support staff were connected to the College token ring network, provided with new Windows-based computers, and given access to and training for GroupWise electronic mail and electronic scheduling. Full Internet access including world-wide e-mail, telnet, gopher, ftp and worldwide web services was provided for staff, faculty and students.

DG - IS.5.5 The College will enhance the Computer Services training experiences for new personnel and update competencies of existing personnel on current or new applications.

Status Report 1995

Computer Services, working closely with Staff Development, offered 51 classes on Windows, Excel, Work, GroupWise and the Internet. This was a 15% increase over the previous year.

RF - IS.5.7 The College will review and revise, as appropriate, the automated budgeting, accounting, research, and reporting systems to support administrative decision making.

Status Report 1995

By vote of the Long Range Planning Committee on September 20, 1994, and College Council, Task Statement IS.5.7 was retired from the list of active tasks and requires routine maintenance.

WM - IS.5.9 The College will enhance the scheduling, billing, registration, and reporting support system.

Status Report 1995

By vote of the Long Range Planning Committee on November 3, 1994, and College Council, Task Statement IS.5.9 was retired from the list of active tasks and requires routine maintenance.

Goal

IS-6 Quality Assurance

To assure that Penn College aspires to the highest standards of academic excellence promulgated by the Middle States Association in its handbook "Characteristics of Excellence in Higher Education - standards for accreditation."

Tasks

WM - IS.6.1 The College will participate in the periodic self-assessment process prescribed by the Middle States Association, and will secure re-accreditation.

Status Report 1995

The College has undergone a Middle States Visit that was designed to address the new baccalaureate programs implemented since the 1992 full accreditation visit. The team was on campus for a three-day period in April 1995. Strategies have been put in place to incorporate Middle States recommendations into the College's long range planning process and to identify for each of these recommendations the unit that bears administrative responsibility as well as the Governance committee that would provide oversight.

Goal

IS-7 Penn State Affiliation
Continue development of Penn State affiliation while ensuring independence of Penn College within the context of the affiliation agreement.

New sub-goal, IS-7, and new task statements, IS.7.1 and IS.7.2, were proposed by the Long Range Planning Committee and approved by College Council. They were created in response to Middle States Recommendations I.II.

Tasks

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WM - IS.7.1
MS Rec I.II.

Extend proactive communication with College Board of Directors (via President's Office) to guarantee continued awareness and understanding of fiscal/academic strength, activity and uniqueness as related to College's specialized educational mission.

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Status Report 1995

Throughout the year, the President's Office communicates in writing with the College's Board of Directors on an almost weekly basis. Institutional reports that help to further explain the subtleties of the College's mission and its educational program are included in this correspondence. In addition, the College's Board of Directors is consulted regarding all important activities at the institution. Opportunities are taken to provide board members with in-depth opportunities to participate in College committees and activities.

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DG - IS.7.2
MS Rec I.II.

Continue regular consultation and sharing of new/expanded program initiatives with Penn State (at Academic Affairs level) to ensure awareness and understanding of specialized program objectives and to maintain Penn State support of such initiatives.

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Status Report 1995

Portfolio changes and ideas are shared annually with Penn State through its Vice Provost and Dean of Undergraduate Education.

Goal

IS-8 Diversity

The College will identify and implement activities to enhance and expand the opportunities for participation of students, faculty, staff and community members of diverse backgrounds.

Tasks

MS I.w	HR & SA (MW) IS.8.1	Create a multi-cultural advisory committee comprised of students, business and community leaders, staff and educators that reflects a broad diversity of ages, races, abilities and both genders. The advisory committee would advise the College President and his designated administrative staff about plans and strategies that support the College's goal of diversity.

Status Report 1995

The President has approved the composition of and operating parameters for a Multi-Cultural Advisory Board. There has been no further action to date.

MS I.z	SA (WM) IS.8.2	Penn College implement outreach strategies to encourage minority and female junior high school and high school students to participate in College and technical career awareness activities. (Evaluating Planning)

Status Report 1995

Penn College's outreach program for secondary students is incorporated within the Tech Prep Program. Through this initiative, the College is working with secondary schools to provide career education and applied academics to the instructional setting that will better inform students of opportunities in the technical education program and increase their participation in technical education opportunities at the postsecondary level.

By vote of the Student Affairs Committee on April 20, 1995 and College Council, Task Statement IS.8.2 was retired from the list of active tasks and requires routine maintenance.

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MS II.gg (MW) IS.8.4 The College should expand its constructive interest in developing a broadly based culturally diverse student and staff profile that is more representative of its broader state-wide mission.

****

Status Report 1995

By vote of the Human Resources Committee on January 10, 1995, and College Council, Task Statement IS.8.4 was retired from the list of active tasks as completed.

Goal

IS - 9 Marketing

Develop a comprehensive institutional marketing plan with College-wide participation.

New sub-goal IS-9, and new task statements IS.9.1 - IS.9.4 were proposed by the Student Affairs and Long Range Planning Committees and approved by College Council and the President.

Tasks

MW - IS.9.1 Establish a marketing position statement for the institution and provide for an institutional review of the marketing position on an annual basis.

Status Report 1995

The Marketing Task Force developed the position statement as part of the task of developing a comprehensive marketing plan: Pennsylvania's Premiere Technical College was chosen. The telephone survey of area residents confirmed the viability of that position statement. Review of the continued appropriateness of that statement is planned beginning with the summer of 1995.

MW - IS.9.2 Collect data from various College constituencies (through surveys, forums, institutional research projects, Governance, group meetings/discussions, and other means to be determined), and use this information to regularly assess Penn College in terms of product, price, place, and promotion.

Status Report 1995

As part of the Task Force effort, large numbers of various College constituencies were involved in discussion sessions on means to improve the College's marketing. A telephone survey on area residents perceptions was conducted. Assessment of a variety of institutional reports occurred, and continues, on a regular basis.

MW - IS.9.3 Develop and maintain a comprehensive institutional marketing plan that focuses on the results of the regular assessment of product, price, place, and promotion.

Status Report 1995

A comprehensive marketing plan was developed over the 1994/95 year. Results will be assessed beginning mid-summer of 1995.

MW - IS.9.4 Facilitate an institutional commitment to the comprehensive marketing plan and provide staff development and communications support to encourage College-wide support for the marketing objectives outlined in the plan.

Status Report 1995

A series of work shops were held to familiarize all employees with the components of the institution's marketing activity, and to sensitize them to their important role in marketing. An all-College meeting to introduce the Comprehensive Marketing Plan was conducted in August of 1994.

GOAL AREA: PUBLIC SERVICE

To serve as a catalyst for community economic, social, cultural development through meetings, seminars, cultural events, technical consulting services, applied projects in the community, and other activities as appropriate.

Goal

PS-1 Technical Consultation
Provide technical consultation and undertake off-campus service projects of instructional value to benefit College constituencies.

Tasks

DG - PS.1.3 The College will participate in on-campus projects as deemed instructionally valid.

Status Report 1995

Construction and Design Technologies Division
- Victorian House construction
- Athletic storage shed
- Child Care playground equipment
- Repair sidewalk in front of Construction Trades
- Converted BTC 107B into HVAC Laboratory
- Replace sidewalk sections along Third Street
- Constructed walls, floors, and doors for Automotive Dynamometer Room

Natural Resources Management/Transportation Technology
- Le Jeune Chef landscaping
- Basement excavation for Victorian House
- Excavating for underground service to Victorian House
- Flower arrangements for Le Jeune Chef opening
- Weekly arrangements for Le Jeune Chef

Industrial and Engineering Technologies
- Produced candlesticks for College gifts
- Produce Frisbee and footballs for recruitment activities

MW - PS.1.4 The College will summarize activities on an annual basis to optimize public relations value.

Status Report 1995

By vote of the Long Range Planning Committee on September 20, 1994, and College Council, Task Statement PS.1.4 was retired from the list of active tasks and requires routine maintenance.

DG - PS.1.5 The College will develop a mechanism for evaluating public requests for College services.

Status Report 1995

By vote of the Long Range Planning Committee on January 17, 1995, and College Council, Task Statement PS.1.5 was retired from the list of active tasks as completed.

DG - PS.1.6 The College will identify the appropriate scope of service to business and industry in relation to the College mission statement.

Status Report 1995

By vote of the Long Range Planning Committee on January 17, 1995, and College Council, Task Statement PS.1.6 was retired from the list of active tasks as completed.

DG - PS.1.7 The College will write procedures and criteria evaluating all requests for technical projects.

Status Report 1995

By vote of the Long Range Planning Committee on January 17, 1995, and College Council, Task Statement PS.1.7 was retired from the list of active tasks as completed.

DG - PS.1.8 The College will promote the formation of partnerships with other educational institutions and business and industry.

This new task statement was approved by the Long Range Planning Committee on May 10, 1995 and by College Council.

Status Report 1995

No status report for 1995.

Goal

PS-2 Enrichment Programming
Provide cultural, educational, and entertainment programming that enriches the academic and personal development of the student body and community residents.

Tasks

WM - PS.2.1 The College will provide programming that enriches the academic and personal development of the student body and community residents.

Status Report 1995

The 1994/95 Cultural Series had 34 performances scheduled at Penn College. The performances were held at the ACC Auditorium, Penn's Inn, North Campus (one performance), Aviation Center (one performance and exhibit), and Community Arts Center (two performances). To date, the attendance at the performances amounted to 4,109 of which 946 were students. In addition, we presented several residency activities at the College and in the community. This included 76 arts-related activities at 43 sites serving about 10,000. One hundred eighty students took advantage of discounted tickets at the Community Arts Center. Noted artists/authors included Cyndy Garvey, Jean Harris, Brenda Wong Aoki, Marshall Izen, Underground Railroad Theatre, Rand Whipple, Arts Power, TheatreWorks USA, Ida Luttrell, and the

Royal Shakespeare Company and the Royal National Theatre of Great Britain. Topics ranged from domestic violence, nutrition, prison reform, gang violence, the Civil War, HIV/AIDS, children's literature, foster care, the environment, women's issues, and hearing impaired.

WM - PS.2.2 The College will expand the entertainment opportunities for community residents.

Status Report 1995

The College provides entertainment opportunities for community residents through the Community Arts Center. Between July 1994 and April 1995, the Arts Center hosted 32 live performances that attracted over 40,000 patrons. In addition, it sponsored 32 different films that attracted over 7,500 patrons. As of this writing, it appears that, while attracting fewer patrons than was the case during the 93/94 programming year, the Arts Center will have less of an overall impact on the College's operating budget.

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MS II.bb (WM) PS.2.5 The College should continue its efforts to involve alumni as advocates and supporters of the College; this concept has increasing potential as the college moves toward the awarding of baccalaureate degrees.

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Status Report 1995

The College continues to maintain an alumni data base which is updated as new information is received. In excess of 13,000 individuals currently reside on that data base. The College currently provides communication with this alumni group through the quarterly magazine, One College Ave. Special focus on alumni activities is included whenever possible in that magazine. At Open House in April, the College sponsored an Alumni Barbecue that attracted over 125 individuals. Alumni will be a major component of the College's annual fund drive commencing in Fall 1995.

PART III

INTRODUCTION

This planning manual describes the various component processes of Pennsylvania College of Technology's (Penn College) strategic long range planning cycle. Each component process of the cycle is divided into steps, indicating the primary participants, the actions they take, and a proposed time frame for completing the actions. Furthermore, each process is keyed to a corresponding flowchart, depicting the progression of the steps.

Penn College has revised its long-range planning process in an effort to provide a more strategic focus. In so doing, it has enhanced the role of research and integrated this function with the planning process in order to achieve a strategic outlook.

The process also describes a method for validating changes in the plan. In the past, Penn College did not have a systematic method for reviewing the plan on a periodic basis and establishing campus-wide input on planning changes. Such changes are now accomplished through a dual track that utilizes the institution's organizational hierarchy (the vice presidents, the deans, the assistant deans, the directors they supervise, and the faculty and staff within each division or department) as well as the Governance System. Thus, any alterations of a planning component require Governance approval through one of the committees and College Council.

Coordination of the planning process lies with the Director of Institutional Research and Planning. The Long Range Planning Committee in Governance reviews various issues and research projects and makes recommendations regarding planning implications based on the results of these reviews. This committee also performs custodial functions regarding the structure of the Strategic Long Range Plan, including component numbering, taxonomy, and structure.

OVERVIEW

The College's Long Range Plan includes a governing philosophy and a mission statement for the institution. The Plan lists College goals and organizes them into five goal areas: Instruction, Academic Support, Student Services, Institutional Support, and Public Service. Delineated tasks lead to the accomplishment of each goal.

From the Philosophy and Mission, President's Council distills a Vision Statement, a short version that states the essence of the College's philosophy, mission, and future direction.

PLANNING PRODUCTS

Penn College produces a number of documents which address various aspects of the planning process and provide a strategic direction for the College. These include the following:

Strategic Planning Sourcebook This document replaces the institution's Fact Book. It is an information source for the College community and includes a history of the institution as well as its organizational structure. In this document resides a great deal of internal and external data of planning interest to various segments of the College community.

Major Institutional Initiatives This annual list of objectives is drawn from the Long Range Plan, key routine operations, and presidential initiatives and includes, in brief form, the major activities to be undertaken by the College during the upcoming year.

Strategic Long Range Plan This document includes the philosophy, mission, goals, and tasks of the College as well as an annual progress update describing the status of each task.

Long Range Plan Cumulative Update This document includes the philosophy, mission, goals, and tasks of the institution as well as all of the annual updates for each of the tasks since the last Middle States Accreditation.

Annual Plan of Operation This document includes the objectives from the MBO Plan for each of the area vice presidents and deans and is drawn from the Long Range Plan.

Annual Performance Report This document is based, in part, on the evaluation of each of the area vice presidents and deans' progress in accomplishing annual objectives as stated in the Annual Plan of Operation.

TERMS USED IN THE PLANNING PROCESS

Objective An objective is an initiative developed by an administrator to accomplish all or part of a goal or task from the Long Range Plan.

MBO (Management By Objective) On an annual basis, each administrator prepares an MBO plan that includes the annual list of objectives (most of which must be tied to the Long Range Plan) and strategies for accomplishing each objective for the upcoming year.

EMR (Executive Management Review) This document summarizes the process by which each administrator is evaluated based upon successfully accomplishing the given set of objectives delineated in the annual MBO Plan.

Research and Evaluation

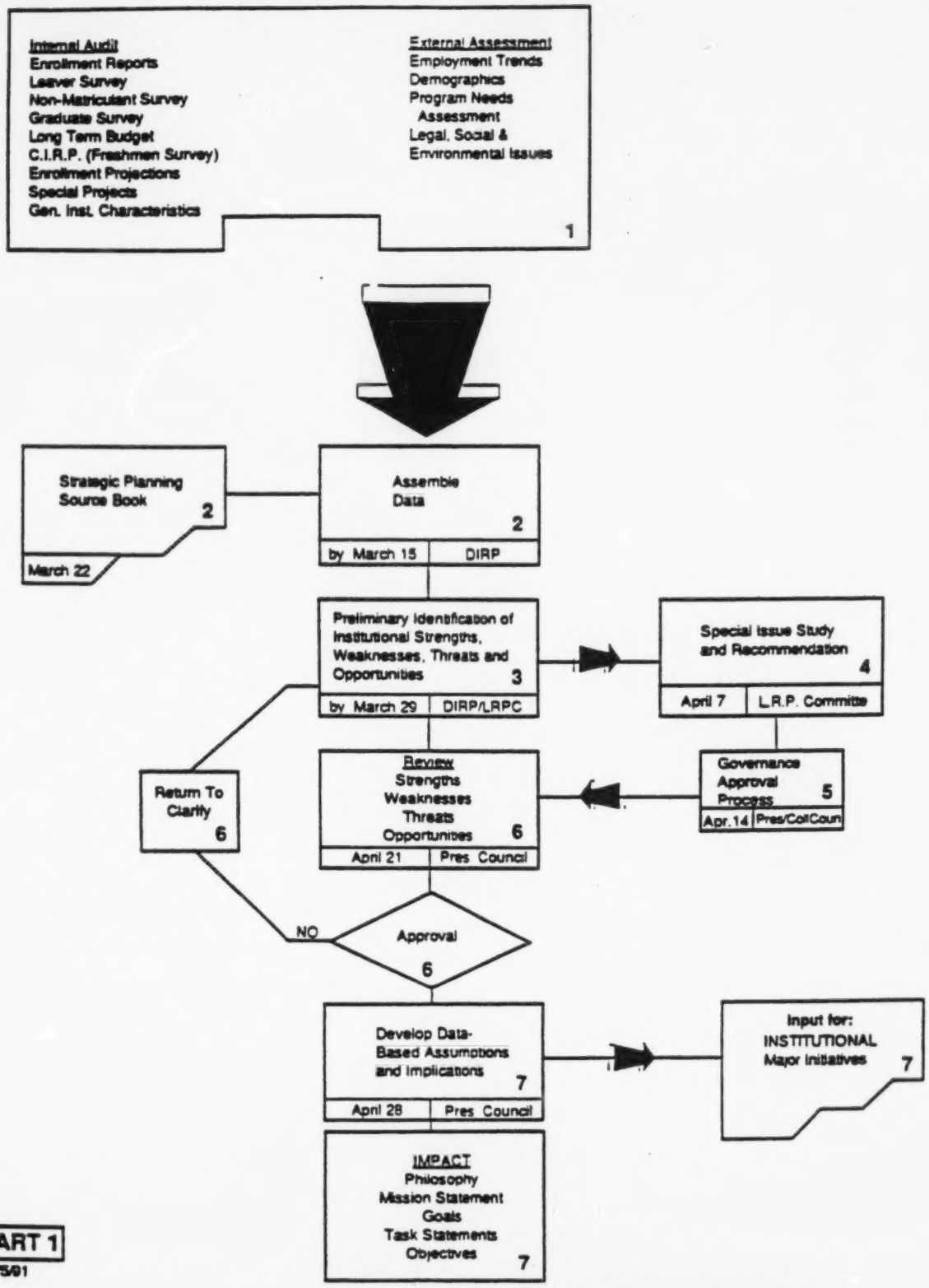

CHART 1
4/5/91

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PROCESS FOR COLLEGE RESEARCH AND EVALUATION FOR STRATEGIC LONG RANGE PLANNING

Every eight months to a year the Director of Institutional Research and Planning (DIRP) and the Long Range Planning Committee (LRPC) review the college's research and evaluation efforts. The following steps describe the process for producing the Strategic Planning Source Book and evaluating the compiled data as shown in Chart 1 of the Strategic Planning Cycle.

1. The Director of Institutional Research and Planning (DIRP) conducts internal audits and external assessments to develop a variety of research documents. They consist of:

Internal Audits:	External Assessments:
enrollment reports	employment trends
Leaver Survey	demographics
Non-Matriculant Survey	program needs assessment
Graduate Survey	legal, social, and
long term budget	environmental issues
C.I.R.P.(Freshman Survey)	
enrollment projections	
special projects	

   Proposed completion date: March 15.

2. The DIRP assembles/compiles this data for inclusion in the Strategic Planning Source Book.

   Proposed completion date: March 22.

3. The DIRP and LRPC evaluate all data to identify institutional strengths, weaknesses, threats and opportunities.

   Proposed completion date: March 29.

4. The LRPC chooses special issues for study and develops corresponding recommendations to send to College Council.

   Proposed completion date: April 7.

5. College Council reviews the LRPC's recommendations through the Governance approval process and

   - o approves the recommendations and forwards them to President's Council

   OR

   - o does not approve the recommendations and returns them to the LRPC for follow-up clarification/revision.

   Proposed completion date: April 14.

6. President's Council reviews DIRP's and LRPC's preliminary identification of institutional strengths, weaknesses, threats and opportunities for institutional planning and

   - o approves the definition of strengths, weaknesses, threats, and opportunities for use in institutional planning

   OR

   - o does not approve the definitions of strengths, weaknesses, threats, and opportunities and returns them to DIRP/LRPC for clarification/revision.

   Proposed completion date: April 21.

7. President's Council develops planning assumptions and and implications based on internal audits, external assessments, and preliminary identification of Strengths, Weaknesses, Opportunities, Threats (SWOT).

   Proposed completion date: April 21.

   The assumptions and implications become input for Major Institutional Initiatives and also impact the College's Philosophy, Mission Statement, Goals, Task Statements, and Objectives.

This completes the process for research and evaluation for strategic long range planning.

COLLEGE PHILOSOPHY

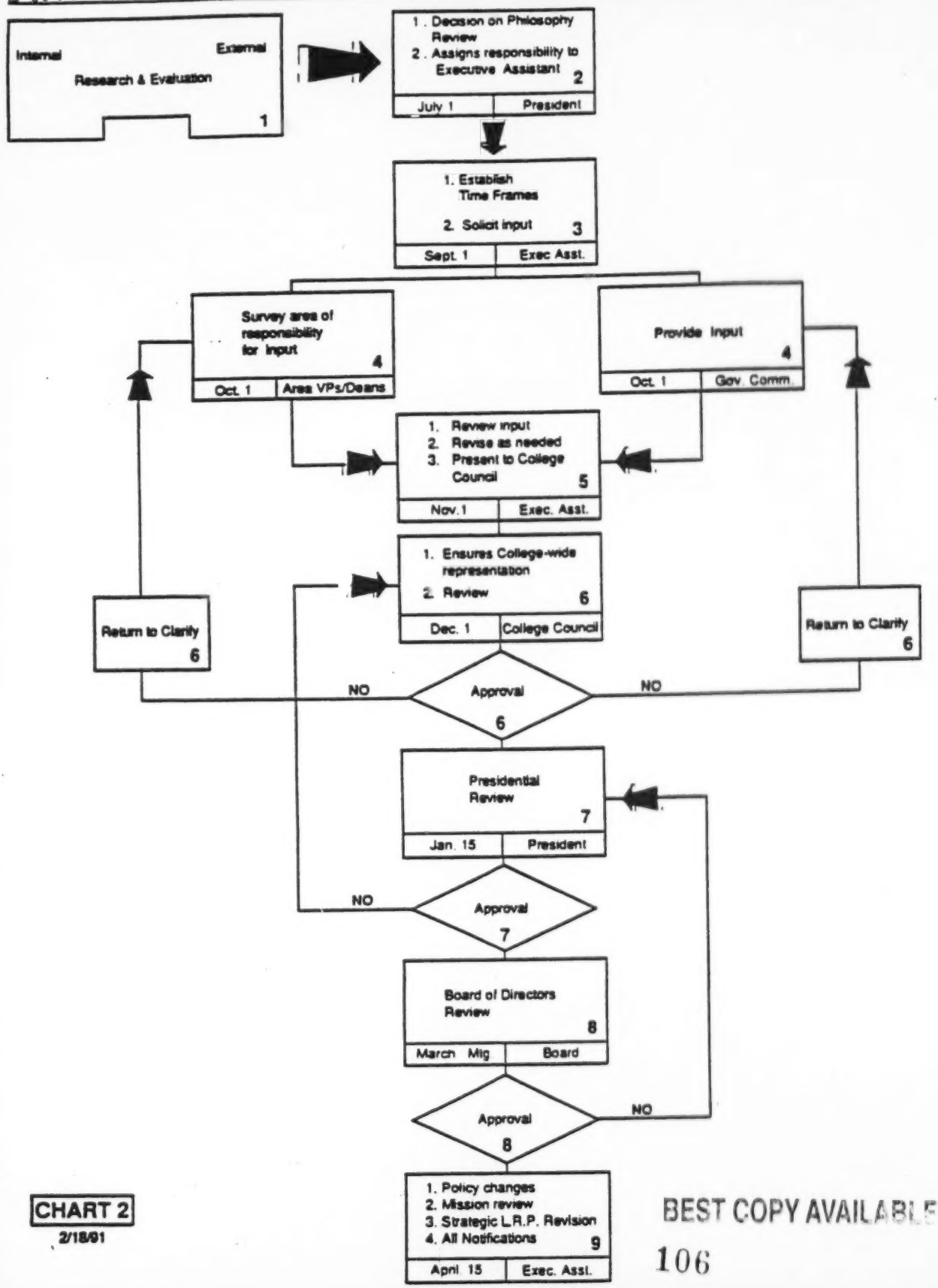

CHART 2
2/18/91

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Process for Revising the College's Philosophy

Every five to seven years, members of the College community review the College's Philosophy, with close attention to the changing environment. The College's Philosophy requires a substantial change in the environment in order to be modified. The following steps describe the process for revising the College's Philosophy, as shown in Chart 2 of the Strategic Planning Cycle.

1. The Director of Institutional Research and Planning conducts internal audits and external assessment to produce a variety of research documents (see Chart 1 and the Process for Research and Evaluation) and provides these to the President for use in planning.

   Proposed completion date: Ongoing.

2. The President determines the need to review the College Philosophy based on information provided through research and evaluation and adds this objective to the Executive Assistant's MBO plan.

   Proposed completion date: July 1.

3. The Executive Assistant establishes a time frame for review and solicits input from area vice presidents, deans, Governance committees, and the Corporate Advisory Board.

   Proposed completion date: September 1.

4. Vice Presidents, deans and governance committees survey their respective areas for additional input. Vice Presidents, deans, and governance committees provide input to the executive assistant.

   Proposed completion date: October 1.

5. The Executive Assistant reviews all input, makes revisions to the College Philosophy, and presents the revised College Philosophy to College Council.

   Proposed completion date: November 1.

6. College Council solicits input, ensures representation from the entire campus community, reviews the proposed revisions, and:

   - o approves the revised College Philosophy and sends it to the President

   OR

   - o does not approve the revised College Philosophy and returns it to the appropriate vice presidents, deans or governance committees for follow-up clarification/revision. Appropriate participants repeat steps 5 & 6.

   Proposed completion date: December 1.

7. The President reviews the revised College Philosophy, shares it with the Corporate Advisory Board, and:

   - o approves it for presentation to the Board of Directors for their review and approval

   OR

   - o does not approve it and returns it to College Council for follow-up clarification/revision. College Council then resubmits the revised College Philosophy to the President. The President repeats step 7.

   Proposed completion date: January 15.

8. The President presents the revised College Philosophy to the Board of Directors. The Board of Directors reviews the revised Philosophy and:

   - o approves it for incorporation in College documents

   OR

   - o does not approve it and returns it to the President for further clarification/revision. The President and the Board of Directors repeat step 8.

   Proposed completion date: March meeting.

9. The Executive Assistant coordinates the necessary follow-up activities based on these approved changes in the College's Philosophy. These activities include: revising college policy, reviewing the Mission, revising specific items in the Long Range Plan, and notifying the College community.

Proposed completion date: April 15.

This completes the process for revising the College Philosophy.

MISSION STATEMENT

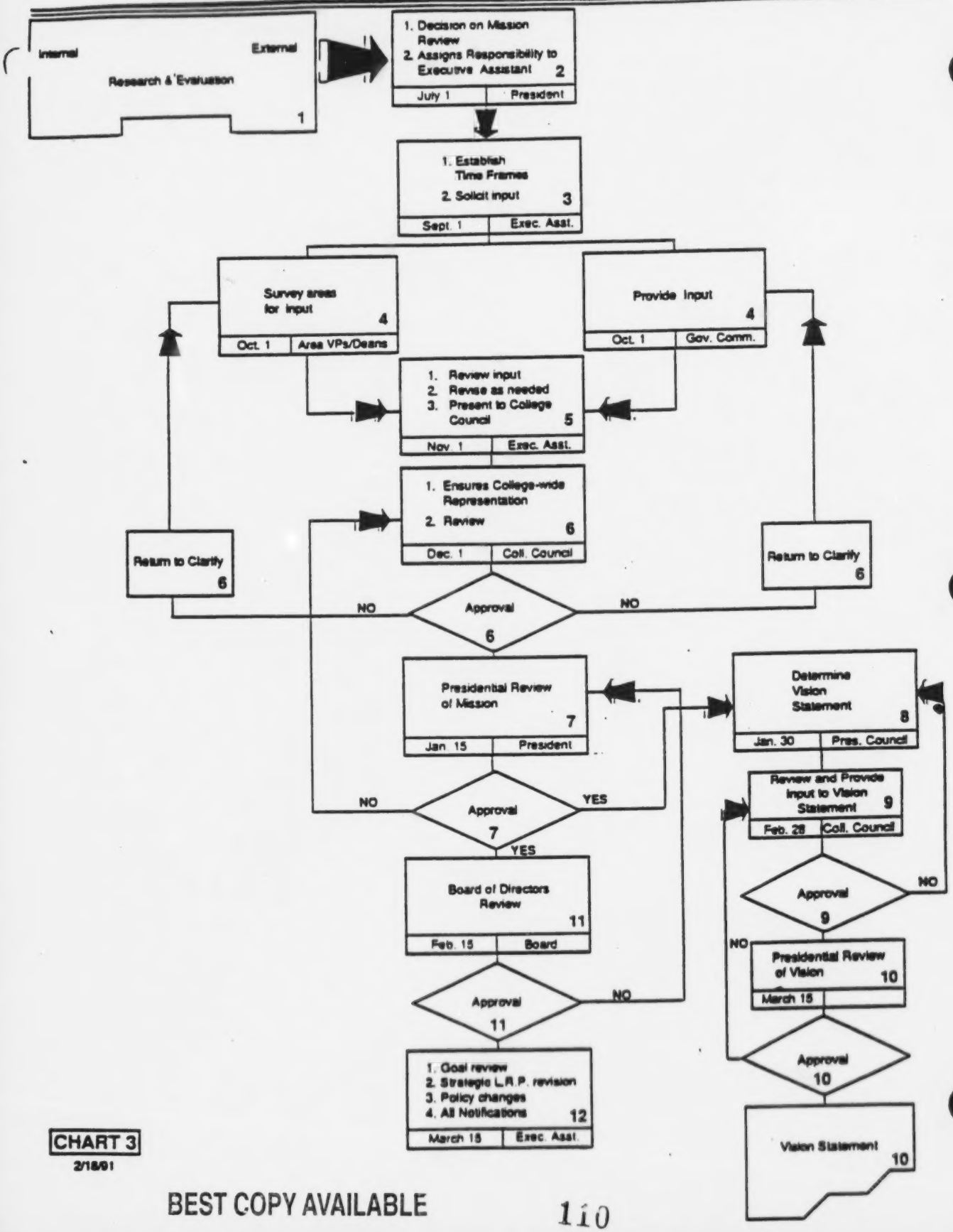

CHART 3
2/18/91

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Process for Revising the College's Mission Statement

Every three to five years, members of the College community review the College's mission statement and vision statement. The following steps describe the process for revising the College's Mission Statement and Vision Statement as shown in Chart 3 of the Strategic Planning Cycle.

1. The Director of Institutional Research and Planning conducts internal audits and external assessments to produce a variety of research documents (see Chart 1 and the Process for Research and Evaluation) and provides these to the President for use in planning.

   Proposed completion date: Ongoing.

2. The President determines the need to review the College Mission statement based on information provided through research and evaluation and adds this objective to the Executive Assistant's MBO plan.

   Proposed completion date: July 1.

3. The Executive Assistant establishes a time frame for review and solicits input from all area vice presidents, deans, Governance committees, and the Corporate Advisory Board.

   Proposed completion date: September 1.

4. Vice presidents, deans, and Governance committees survey their respective areas for additional input/and provide input to the executive assistant.

   Proposed completion date: October 1.

5. The Executive Assistant reviews all input, makes revisions to the Mission statement, and presents the revised Mission statement to College Council.

   Proposed completion date: November 1.

6. College Council receives input, ensures representation from the entire campus community, reviews the proposed revisions, and

   - o approves the revised Mission statment and sends it to the President

   OR

   - o does not approve the revised Mission statement and returns it to the appropriate deans, vice presidents, or governance committees for follow-up clarification/revision. Appropriate participants then repeat 5 and 6.

   Proposed completion date: December 1.

7. The President reviews the revised Mission statement, shares it with the Corporate Advisory Board, and:

   - o approves it for presentation to the Boards of Directors for their review and approval

   OR

   - o does not approve it and returns it to College Council for follow-up clarification/revision. College Council then resubmits the revised Mission statement to the President. The President repeats step 7.

   Proposed completion date: January 15.

8. President's Council develops the college's Vision statement from the approved revised Mission statement and presents the Vision statement to College Council.

   Proposed completion date: January 30.

9. College Council reviews the proposed Vision statement, provides input to the Vision statement as necessary, and:

   - o approves it and sends it to the President

   OR

   - o does not approve it and returns it to President's Council for follow-up clarification/revision. President's Council resubmits the revised Vision statement to College Council. College Council repeats step 9.

   Proposed completion date: February 28.

10. The President reviews the proposed Vision statement and:

- o approves it for incorporation in the LRP

OR

- o does not approve it and returns it to College Council for follow-up clarification/revision. Appropriate participants then repeat steps 9 and 10.

Proposed completion date: March 15.

11. The President presents the revised Mission statement to the Board of Directors. The Board of Directors reviews the mission statement and:

- o approves the statement for incorporation in College documents

OR

- o does not approve the Mission statement and returns it to the President for further clarification/revision. The President and the Board of Directors repeat step 11.

Proposed completion date: February 15.

12. The Executive Assistant coordinates the necessary follow-up activities based on the approved changes in the College's Mission statement and Vision statement. These activities include: reviewing goals, revising specific items in the Long Range Plan, revising College policies, and notifying all areas of the College.

Proposed completion date: March 15.

This completes the process for revising the College's Mission Statement and Vision Statement.

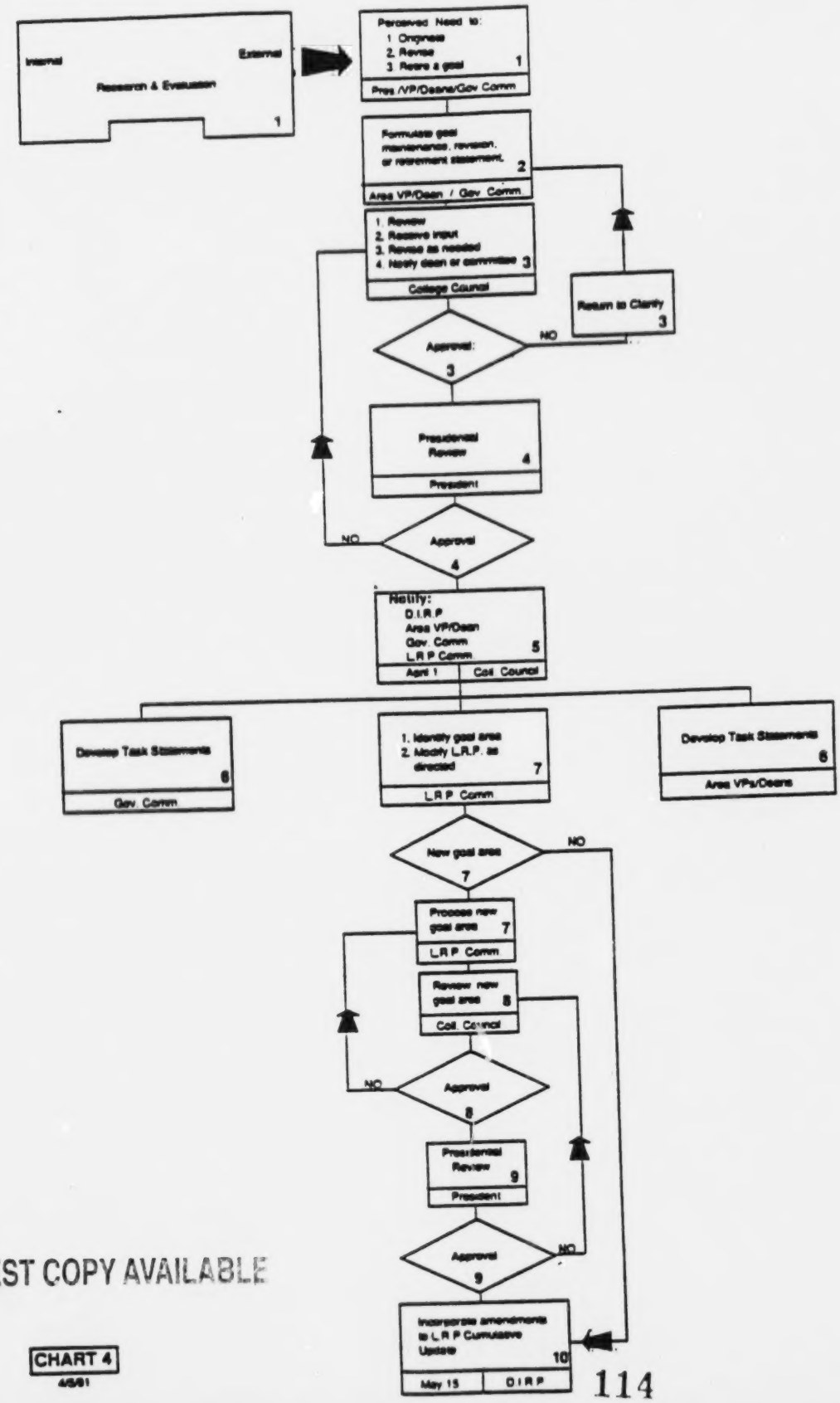

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CHART 4
4/5/91

Process for Amending the College Goals

At any time any segment of the campus community, ordinarily the President, Area Vice President or Dean, or a Governance Committee, may propose an amendment to the College Goals. A complete review of College goals necessarily takes place when the College's Mission changes. Amendments to College Goals can include new goals, revisions, maintenance statements, or retirement statements. The following steps describe the process for revising College Goals as shown in Chart 4 of the Strategic Planning Cycle.

1. The DIRP conducts internal audits and external assessments to provide a variety of research documents (see Chart 1 and the Process for Research and Evaluation) to the college community for use in planning.

2. The President, Area Vice Presidents/Deans, or Governance Committees formulate an amendment to the College Goals for review by College Council.

3. College Council reviews all amendments, solicits input relating to the goal, makes revisions as needed and:

    - o approves the amendment and sends it to the President for approval

    OR

    - o does not approve the amendment and returns it to the Area Vice President/Dean or Governance Committee for clarification/revision. Appropriate participants then repeat steps 2 and 3.

4. The President reviews College Council's recommendation on the amendment and:

    - o approves the recommendation for incorporation in the Long Range Plan

    OR

    - o does not approve the amendment and returns it to College Council for further review or revision. Appropriate participants then repeat steps 2, 3 and 4.

5. College Council notifies the Director of Institutional Research and Planning, the appropriate area Vice President/Dean, the Governance Committee, and the Long Range Planning Committee of any amendments to the College Goals within the Long Range Plan as approved by College Council and the President.

   Proposed completion date for revisions: April 1.

6. Governance Committees or Area Vice Presidents/Deans develop task statements if the amendment is a new goal. The process for developing a task statement is described in the following section.

7. The Long Range Planning Committee:

   - o numbers new goals and places them within one of the five existing goal areas, if possible

   OR

   - o creates new goal areas, as necessary, and proposes those new goal areas to College Council.

8. College Council reviews the new goal area developed by the Long Range Planning Committee and:

   - o approves the new goal area and recommends it to the President

   OR

   - o disapproves the new goal area and returns it to the Long Range Planning Committee for further review/revision. Appropriate participants repeat steps 8 and 9.

9. The President reviews the new goal area created by the Long Range Planning Committee and approved by College Council and:

   - o approves the new goal area

   OR

   - o disapproves the new goal area and returns it to College Council for further review/revision. Appropriate participants then repeat steps 7, 8 and 9.

10. The Director of Institutional Research and Planning incorporates new or revised goal amendments, as approved by the President, in the Strategic Long Range Plan and LRP Cumulative Update.

Proposed completion date: May 15.

This completes the Process for amending College Goals.

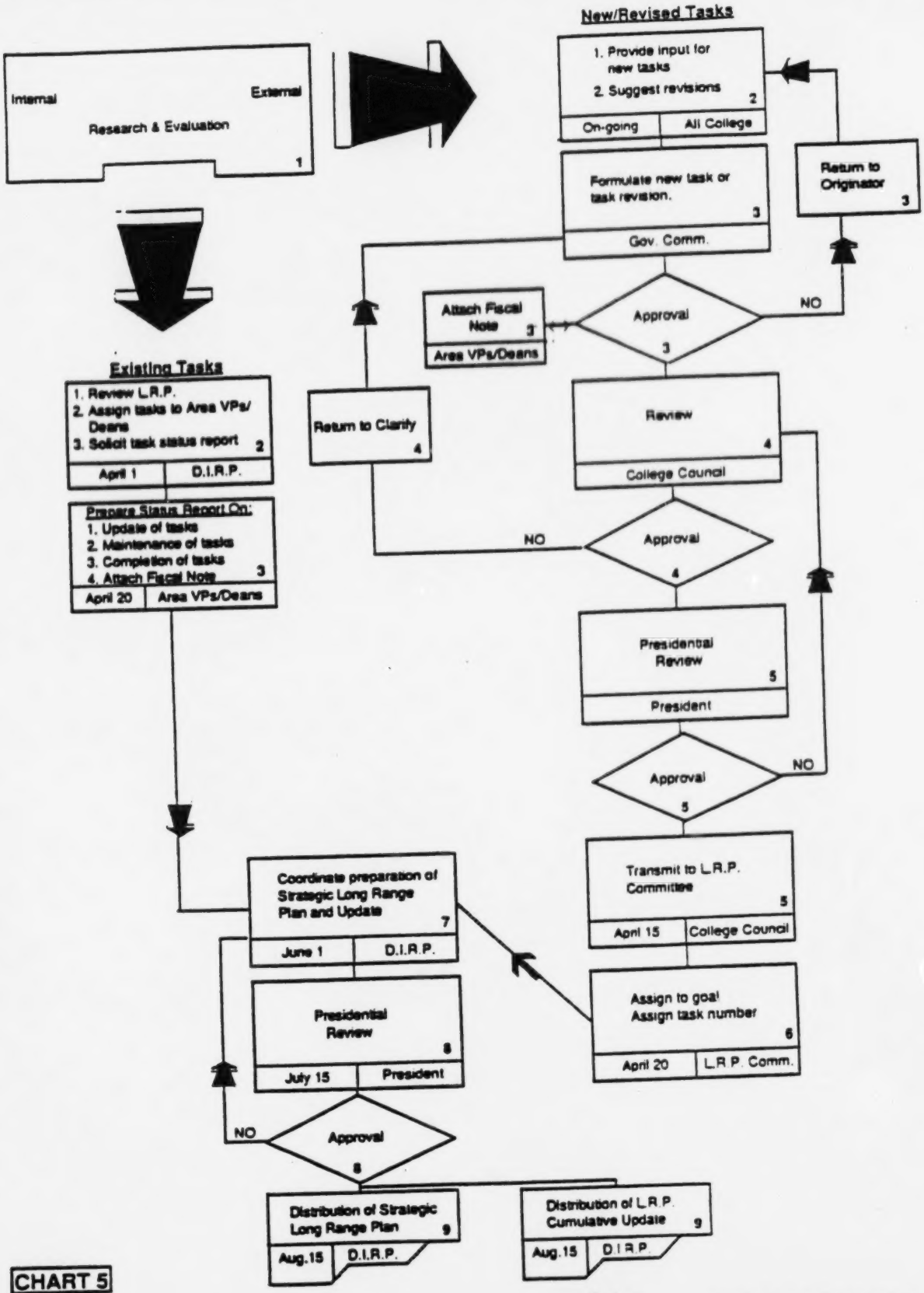

CHART 5
2/18/91

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The Process for Creating, Revising, and Reporting Long-Range Planning Task Statements

Annually or on an *ad hoc* basis, the Director of Institutional Research and Planning, the Long-Range Planning Committee, and other members of the College community create, revise and report on task statements. A Long Range Planning Task Statement specifies actions necessary to accomplish established College goals. The following sets of steps describe the processes for: (1) creating/revising a task statement, and (2) reporting on the status of a task, as shown in Chart 5 of the Strategic Planning Cycle.

Steps for Creating/Revising a Task Statement

1. The Director of Institutional Research and Planning conducts internal audits and external assessments to produce a variety of research documents (see Chart 1 and the Process for Research and Evaluation) and provides these to the college community for use in developing tasks.

   Proposed completion date: Ongoing.

2. Any member of the college community can provide input for developing a new task or revising an existing task. Usually the Area Vice President/Dean, or Governance Committee formulates the statement.

   Proposed completion date: Ongoing.

3. The appropriate Governance committee formulates or reviews the new/revised task statement and:

   - approves it for presentation to College Council and solicits and obtains a fiscal note from the appropriate Area Vice President/Dean.

   OR

   - disapproves the task statement and notifies the originating party.

4. College Council reviews the new or revised task and:

   - approves the new or revised task

   OR

   - does not approve the task and returns it to the originating governance committee. Appropriate participants then repeat steps 3 and 4.

5. The President reviews the new or revised task with its attached fiscal note and:

   - o approves it and transmits the task to the Long Range Planning Committee through the College Council

   OR

   - o does not approve the task and returns it to College Council for follow-up clarification/revision. Appropriate participants then repeat steps 4 and 5.

   Proposed completion date: April 15.

6. The Long Range Planning Committee places the task under the appropriate goal and numbers it.

   Proposed completion date: April 20.

7. The Director of Institutional Research and Planning incorporates new and revised tasks into the Long Range Plan and Cumulative Update of the Long Range Plan.

   Proposed completion date: June 1.

8. The President reviews the Long Range Plan and Cumulative Long Range Plan and:

   - o approves the documents for college-wide distribution

   OR

   - o does not approve the documents and returns them to the Director of Institutional Research and Planning for revision/clarification. Appropriate participants then repeat steps 7 and 8.

   Proposed completion date: July 15.

9. The Director of Institutional Research and Planning distributes the Strategic Long Range Plan and Cumulative Update of the Long Range Plan.

   Proposed completion date: August 15.

This completes the process for creating new tasks or revising existing tasks.

Steps for Reporting on the Status of Tasks

Existing, unrevised tasks follow an abbreviated path, as described in these steps.

1. The Director of Institutional Research and Planning reviews the Long Range Plan and matches the task statements to the appropriate Area Vice-President/Dean.

   Proposed completion date: April 1.

2. The Director of Institutional Research and Planning solicits a status report from each Vice President/Dean. Status reports indicate the current status of a task, the maintenance of a task, or the completion of a task.

3. Area Vice-Presidents/Deans prepare a status report covering all assigned task statements. Status reports indicate the current status of a task, the maintenance of a task, or the completion of a task. Area Vice-Presidents/Deans attach fiscal notes to each task statement in their status reports.

   Proposed completion date: April 20.

4. The Director of Institutional Research and Planning updates the Strategic Long Range Plan and Cumulative Long Range Plan to reflect the progress indicated in the completed status reports.

The remaining steps are the same as new/revised tasks (steps 8-9).

This completes the process for assessing the status of existing tasks that do not require any revisions.

OBJECTIVES

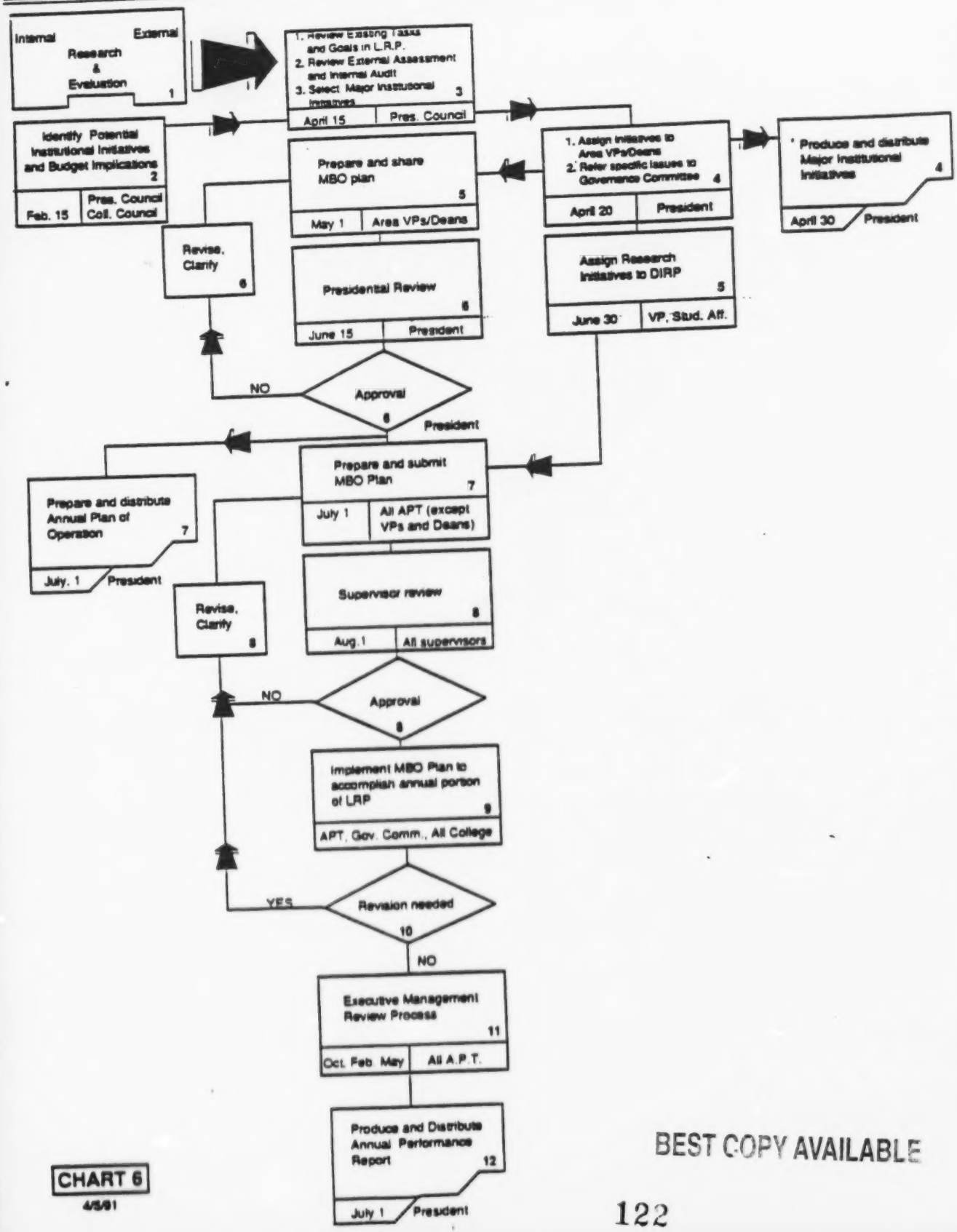

CHART 6
4/5/91

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Process for Developing Objectives

Every year, President's Council develops major institutional initiatives; Area Vice Presidents, Deans and most administrative staff develop their individual objectives; and the President compiles the Annual Performance Report. The following steps describe the process for developing Major Institutional Initiatives, the Institutional Annual Plan, APT Objectives, and the Annual Performance Report as shown in Chart 6 of the Strategic Planning Cycle.

1. The Director of Institutional Research and Planning conducts internal audits and external assessments to produce a variety of research documents (see Chart 1 and the Process for Research and Evaluation) and provides these to President's Council for use in planning.

   Proposed completion date: Ongoing.

2. President's Council identifies potential institutional initiatives and budget implications.

   Proposed completion date: February 15.

3. President's Council reviews the existing tasks and goals in the Long Range Plan in light of the external assessment and internal audit.

   Proposed completion date: April 15.

   AND

   President's Council selects Major Institutional Initiatives from existing tasks and goals in the Long Range Plan and from the potential institutional initiatives.

   Proposed completion date: April 15.

4. The President assigns specific initiatives to the Area Vice Presidents and Deans and refers specific issues to Governance Committees.

   Proposed completion date: April 20.

   AND

   The President produces and distributes an official list of the Major Institutional Initiatives.

   Proposed completion date: April 30.

5. Area Vice Presidents and Deans prepare their MBO plans for the President, incorporating assigned initiatives.

   Proposed completion date: May 1.

   AND

   The Vice President for Student Affairs, on behalf of President's Council, assigns associated research initiatives to the Director of Institutional Research and Planning for inclusion in her MBO plan.

   Proposed completion date: June 30 of the next year.

6. The President reviews the MBO plan for each Area Vice President and Dean, and:

   - o approves the MBO plan for use in developing objectives for other APT staff

   OR

   - o does not approve the MBO plan and returns it to the appropriate Area Vice President or Dean for follow-up clarification/revision. Appropriate participants then repeat steps 5 & 6.

   Proposed completion date: June 15.

7. The President prepares the Annual Plan of Operation and distributes it to the Board of Directors, Senior Staff and Corporate Advisory Board.

   AND

   Most other APT prepare and submit their MBO plans to their supervisors.

   Proposed completion date: July 1.

8. Supervisors review their staff's MBO plans, and:

   - o approve the MBO plan for its congruence with the supervisor's MBOs and for the maintenance of routine staff functions

   OR

   - o do not approve the MBO plan and return it to the appropriate staff member for follow-up clarification/revision. Appropriate participants then repeat step 8.

   Proposed completion date: August 1.

9. APT staff carry out their MBO plans. Through this implementation, all college staff (including faculty and classified) carry out the collective objectives within all MBOs, thereby implementing a portion of the annual Long Range Plan.

   Proposed completion date: July 1 - June 30.

10. APT staff and their supervisors determine when revisions are necessary to their MBO plans. Appropriate participants repeat steps 7-8, as necessary.

    Proposed completion date: Ongoing.

11. APT staff complete the Executive Management Review process to evaluate their progress in meeting their objectives.

    Proposed completion date: October, February, and May.

12. The President compiles the Annual Performance Report, largely based on the year-end Executive Management Review of Area Vice Presidents and Deans, and distributes it to the Board of Directors, Senior Staff and Corporate Advisory Board.

    Proposed completion date: July 1.

This completes the process for developing objectives.